



## **SEX & RELATIONSHIPS EDUCATION POLICY**

### **INTRODUCTION**

Springfield School believes in the promotion of the spiritual, moral, social, cultural, mental and physical development of its pupils and of society. We aim to help pupils develop their values and their attitudes to relationships within a moral framework. This does involve dealing with misunderstandings and challenging assumptions. At Springfield we firmly believe in its value and feel that it is a crucial part of preparing children for their lives now and as future adults and parents. Section 2.1 of the National Curriculum framework (DfE 2013) states:

Every state funded school must offer a curriculum which is balanced and broad and which:

- Promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

These duties are set out in the 2002 Education Act as well as Working Together to Safeguard Children: (2015) Children's Act (2004) and supplementary guide Safeguarding Children and Young People from Sexual Exploitation (June 2009)

Central to the Sex & Relationships Education Policy and programme is the growth of self-esteem and taking responsibility for oneself and one's actions.

Sex and Relationships Education is part of a wider programme of Health Education within the school's overall provision for pupils' Personal Development Learning. Pupils are given the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order to build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

In all cases, the approach is an integrated one, within the context of loving relationships and having due regard to moral considerations and the value of family life.

At Springfield School the values relevant to education about sex and relationships are consistently adhered to.

### **AIMS AND OBJECTIVES**

Sex & Relationships Education aims:

- a) To develop pupils' values, attitudes and personal skills, as well as the acquisition of factual knowledge
- b) To provide accurate information in order to combat ignorance, fear and anxiety
- c) To help pupils to come to terms with their feelings and changing sexuality
- d) To encourage pupils to develop a sense of respect and responsibility for themselves and others
- e) To develop decision-making skills so they can make sensible decisions based on relevant information
- f) To explore attitudes and values relating to a range of sexual behaviour
- g) To emphasise the value of a stable family and the responsibilities of parenthood

- h) To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision makers
- i) To develop interpersonal skills so they can manage relationships confidently and effectively
- j) To enable pupils to know what is and what is not legal in matters relating to sexual activity
- k) To inform pupils of where they go for further information and advice
- l) To inform pupils of specific safeguarding risks including the risk of sexual exploitation and made aware of how to seek help and advice on how to deal with those risks
- m) To support the Equality Policy through the delivery of Sex Education

The values that are promoted are:

- Respect for oneself and others
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Tolerance of diversity of personal, social and sexual preferences in relationships
- To recognise the physical, emotional and moral implications as well as the risks of certain types of behaviour

## IMPLEMENTATION

Sex & Relationships Education at Springfield is tailored, where possible, to the differing stages of development, ages and levels of maturity of its pupils, taking into account what the pupils already know and understand.

The curriculum framework for Sex & Relationships Education is readily available to parents if they wish to view it via the website.

During Year 7 the work is mainly centred on the physical and emotional changes associated with puberty and adolescence. Reproduction and conception are covered within the Science curriculum. During Year 8 there is a discrete unit within the Personal Development Learning programme which focuses on Sex and Relationships Education.

By the end of Y9 pupils will have considered issues within relationships - in particular the effects of peer influence and how relationships change as individuals mature. The School Nurse works within the Personal Development Learning programme to give pupils information, challenge perceptions and prepare them for making decisions in the future. The facts on puberty, conception and contraception are placed within a framework that considers the wide range of 'normal' changes in personal development. Sexual health is a key issue.

During years 10 and 11 Health Education is taught as a separate course by a specialist team of teachers. Issues covered include biological aspects of reproduction, family planning, pregnancy and birth, Sexually Transmitted Infections (STI) including HIV/AIDS, which is linked to relationships, sexuality, contraception and sexual activity.

At both Key Stages the need for self-restraint, dignity and respect for others is emphasised as are the emotional, moral and physical consequences of risky behaviour. The benefits of planned parenthood within a stable/married relationship are discussed as an integral part of the courses.

Materials and methods used include trigger videos, discussions, worksheets, quizzes and other recommended resources such as card or board games. Visits from outside agencies include the members of the Health Authority's 'Sorted' programme and Portsmouth Rape Crisis Centre.

The courses are reviewed annually through pupil Learning Logs, activities within the courses and formal feedback through pupil attendances at PAL meetings.

Pupils and parents have been involved in the reviewing of this policy.

## **STAFF DEVELOPMENT**

Policy documents to be made available to all staff, in the Staff Handbook and available in Staff Resources electronically.

Updates will be supplied in the same way. Key issues to be brought to Staff Meetings. New staff, under the normal induction process will be briefed on the policy, guidelines and programme. (This will similarly apply to supply staff).

Staff may identify relevant Health Education courses of interest to them, applying in the usual way.

## **KEY POINTS**

### **CONSULTATION WITH PARENTS**

Parents will be informed of Springfield's Sex Education Policy through the induction process packs. Also, opportunities to speak with a member of the PDL team on Induction Evenings will be made available.

### **EQUAL OPPORTUNITIES**

In support of our Equality Policy Objectives 2, 3, 5 and 7 we will endeavour to ensure that pupils and parents from ethnic minorities know how to access a relevant translation of the policy and guidelines and that, where possible, they have access to information in their first language for pupils with English as a second language.

In the planning and reviewing of our courses the needs of boys and girls are responded to equally. Lesson content and vocabulary will be accessible to pupils of all abilities and additional support offered where needed. In cases of special needs, pupils may require alternative and more appropriate provision. In such circumstances help from outside agencies may be sought but always in consultation with parents and the pupils. This supports the school's Equality Policy Objective number 6 by ensuring equality of opportunity.

### **SENSITIVE ISSUES**

Whilst working within a moral framework, due consideration for age and understanding of the pupils will be given when discussing sensitive issues, as offence may be caused if not handled appropriately. Teaching about sexuality should not promote any particular sexual orientation and any teaching about abortion must be non-judgmental. Pupils are made aware of the school's 'Confidentiality' protocol and all outside agencies work within this in the classroom.

Occasionally during a lesson which is not part of the Personal Social and Health Education programme, issues relating to sexual conduct may arise from the subject matter being taught. Discussion arising on such an occasion will reflect the values endorsed in the school's Equality Policy Objectives 2 - 7.

Staff may not offer students one-to-one advice on contraception or sexual behaviour. Neither may staff promise confidentiality to students since there are some issues e.g., child protection or unplanned pregnancy, which may have to be referred to other people.

### **RIGHT TO REMOVE PUPILS FROM SRE CLASSES**

Any parent wishing to withdraw their child from all or part of our Sex & Relationships Education programme should make their request in writing to the Headteacher and will be invited to a meeting with the PDL representatives or the Headteacher to discuss their concerns. This will then be effective until such time as this withdrawal is reversed by again writing to the Headteacher.

**This policy is supported by a detailed programme of study and guidelines.**

## CONTINUED GUIDANCE

The School Nurse can provide further guidance to agencies that can assist pupils. Cards with useful telephone numbers and websites are given out during lessons in both KS3 and KS4.

Equality Policy compliant – Objectives 2, 3, 5, 6 and 7

This should be read in conjunction with the following policies:

- Safeguarding
- E – safety
- Behaviour and Discipline

Review Date: Summer 2018