



Forge Valley School

Sex and Relationships

Policy

September 2020

Governor Committee: Full Governing Body
Ratified by governors: October 2020
Due for review: July 2022
Member of Staff responsible: John Crofts

Ratified by
Chair of Governors

Introduction

This policy is based on the Department for Education's guidance and adopts the DfE definition of sex and relationship education which describes it as:

"Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health".

"The content of the subject strikes a balance between prescribing clearly the important core knowledge that all pupils should be taught whilst allowing the school to be flexible"

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims

The school aims to prepare young people for an adult life in which they can:

- Provide students with current and emerging information.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be aware of their sexuality and understand human sexuality.
- Understanding of LGBTQ+
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex and how to prevent unwanted pregnancy.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want.
- To clearly understand consent and clear boundaries.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV.
- Avoid being exploited or exploiting others.
- To understand key information around grooming and prevention.
- Avoid being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary treatment; and know how the law applies to sexual relationships.
- To understand how to gain, build and maintain a healthy lifestyle.
- Understand how to build appropriate, healthy and positive relationships.
- Students will know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion and harassment.

Guidelines for Governors and Staff

The governors are responsible for deciding the school's overall approach to sex education.

The staff are responsible for

- Presenting the facts in an objective, balanced and sensitive manner, set within the framework of values and an awareness of the law on sexual behaviour
- Encouraging pupils to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave reasonably in sexual matters
- Encouraging pupils to appreciate the values of family life.

The Role of Parents

Parents may withdraw their child from all or part of SRE, except that which is included in National Curriculum Science. National Curriculum Science includes cells and reproduction and variations, inheritance and evolution. Parents wishing to withdraw their child from all or part of SRE must notify the Head of PSHEE and Citizenship in writing. The school will contact the parents concerned and ask if they would indicate voluntarily their reasons for withdrawal so that any misunderstandings about the nature of SRE provided by the school can be resolved.

Content of SRE

Through SRE we aim to develop the following:

Attitudes and Values:

- Learning the importance of values, individual conscience and moral choices.
- Learning the value of family life, stable and loving relationships, and marriage.
- Learning about the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.
- Challenging myths, misconceptions and false assumptions about normal behaviour.
- To have the appropriate attitude towards gender identity and sexuality.
- To have the appropriate attitude towards pornography and digitally distorted images.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The importance of avoiding unplanned pregnancy.
- Understanding of commitment and respect for themselves and others.
- To understand body image and its impact on mental health.
- Understanding of LGBTQ+.
- To understand key knowledge linking to grooming and exploitation.

- To gain an understanding of female genital mutilation, forced marriage, honour based violence and rape.
- Understanding the impacts/connection SRE has with mental health.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).
- To build positive, healthy and appropriate relationships with peers, adults and partners.

Topics will, at all times, be introduced and approached objectively and sensitively. Wherever possible the programme is tailored to the understanding of the pupils and not necessarily their age. Copies of the Sex and Relationships schemes of work are available on request from the Head of PSHEE and Citizenship.

The curriculum is age appropriate and is adapted/developed to suit each individual cohort of students.

Process

At KS3 SRE is delivered by a dedicated team through a weekly timetabled period as part of the PSHEE and Citizenship programme. At KS4 SRE is delivered through a suspended timetable day. The content and programmes are planned and monitored by the Head of PSHEE and Citizenship. The lesson content is regularly updated linking to current emerging concerns and information. In addition, relationships, values and moral consequences of abortion are delivered within the Religious Education programmes.

Confidentiality and Safeguarding

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers are advised to encourage a pupil asking for specific advice on family planning or other aspects of sexual behaviour to seek advice from their parents, and if appropriate from the relevant health service professionals.

Where the teacher believes that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to place them at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and the pupil is urged to inform their parents and/or seek professional advice. The member of staff cannot promise confidentiality to the pupil and where there is a risk that a teacher might be compromised by speaking to individual pupils, they are advised that it would be wiser to be accompanied by another member of staff. In all cases members of staff should inform a member of the school's Safeguarding Team.

Guidance in cases of suspected child abuse is clearly defined in the school's Safeguarding Policy.

Prior to a new topic being delivered, the Head of PSHE consults with the Designated Safeguarding Lead to highlight and discuss any pupils who may have been affected by upcoming topics and themes. These pupils are spoken to jointly by the Head of PSHE and Designated Safeguarding Lead and families are also notified if necessary. Families do have the right to remove their child from lessons.

Visitors and Outside Agencies

All visitors and outside agencies involved in the provision of sex education will be given a copy of the school Sex and Relationship Policy. They will be expected to work within the aims and guidelines contained within it and contribute to the school's overall mission statement.

Sessions taught by outside agencies are checked by the Head of PSHEE to ensure content is appropriate.

Change of Curriculum

The government are currently in the process of evaluating and implementing change to the SRE curriculum and outlining their expectations of both Primary and Secondary schools. This is continually being updated and changed however all schools will be required to teach these changes from September 2020.

SRE Curriculum

The following mandatory topics are covered in the PSHE curriculum at the following times. Please see the 2020-21 PSHE calendar for further details.

- Preventing and tackling bullying – covered specifically in Y7 (Bullying unit), but discussed in all relevant lessons linking back specifically to SRE.
- Behaviour and discrimination in school – covered specifically in Y8 (Equal Opportunities unit), but discussed in all relevant lessons linking back specifically to SRE.
- Mental health – covered specifically in Y9 (Emotional Wellbeing & Mental Health unit) and Y10 (Mental Health drop down day), but permeates all lessons.
- Sexual violence – covered in Y9 (Age of Consent), Y10 (Relationships and Consent) and Y11 (Sexual Consent).
- Sexual harassment – covered specifically in Y8 (Sexual Harassment), but discussed in all relevant lessons.
- Issues related to consent – covered in Y9 (Age of Consent), Y10 (Relationships and Consent) and Y11 (Sexual Consent).
- Definitions/choices – covered in Y7, Y8, Y9, Y10 and Y11 – permeates all lessons.
- Grooming – covered in Y7 (Cyberbullying and Online Safety) and Y9 (Child Grooming and Sexual Exploitation). Also covered by the ICT department during form time.
- CSE – covered in Y9 (Child Grooming and Sexual Exploitation).
- Domestic abuse – covered in Y11 (Domestic and Honour Based Violence).
- FGM – covered in Y9 (Body Modification and FGM).
- Honour based abuse – covered in Y11 (Domestic and Honour Based Violence).
- Unhealthy/abusive family relationships – covered in Y8 (Citizenship – Family) and Y11 (Domestic and Honour Based Violence).
- Internet/online safety – covered in Y7 (Cyberbullying and Online Safety) and Y9 (Child Grooming and Sexual Exploitation). Also covered by the ICT department during form time.
- Contextual safeguarding – various topics covered across Y7, Y8, Y9, Y10 and Y11 – permeates all lessons.
- Abusive intimate relationships – covered in Y9 (Who Do People Have Sex? and Screwball! And Age of Consent), Y10 (Relationships and Consent) and Y11 (Domestic and Honour Based Violence and Sexual Consent).