

**TITLE: SEX AND RELATIONSHIPS POLICY**

**MODEL POLICY STATEMENT**

This is **not** a Local Authority model policy

Local changes have been made to the model policy by the College **N/A**

The model policy used is **N/A**

<b>Policy Owner:</b>	<b>Vice Principal</b>	<b>Review period:</b>	<b>3-yearly</b>
<b>Last Review:</b>	<b>March</b>	<b>Approving Committee:</b>	<b>Curriculum 08.03.17</b>
<b>Next Review:</b>	<b>Spring term 2020</b>	<b>Latest FGB adoption:</b>	<b>19 April 2017</b>

**IMPACT OF THIS POLICY**

## **Sex and Relationship Education Policy (SRE)**

### **1. Name of School: Tavistock College**

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

### **2. The Consultation Process Has Involved:**

- Review of SRE curriculum content with staff involved in the delivery of SRE
- Consultation with pupils through student evaluation
- Consultation with school governors
- Before the SRE unit in year 9 parents are informed by letter about the content and they are invited to express their views or concerns. This is subject to on going consultation and in future it is intended to extend consultation with Parents/Carers

### **3. What Is Sex and Relationship Education?**

SRE is learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **4. Principles and Values**

In addition Tavistock College believes that SRE should be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life and that it should be an entitlement for all young people. It values the importance of family and it is respected as a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. It encourages students to respect each other's views and to be aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other. We aim to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. We also recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes. We also recognise that the wider community has much to offer and we aim to work in partnership with health professionals, youth and social workers.

### **Attitudes and values**

Sex and Relationship Education at Tavistock College involves learning the importance of values, learning about the value of family life and stable and loving relationships, and encouraging responsible behaviour.

## **Personal and social skills**

The Personal and Social Skills which are developed through the SRE programme are learning to manage emotions and relationships confidently and sensitively, to develop self-respect and empathy for others, learning to make choices with an absence of prejudice, developing an appreciation of the consequences of choices made and to empower students with the skills to be able to avoid inappropriate pressures or advances.

## **Knowledge and Understanding**

The knowledge and understanding involved in the SRE programme is 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 avoidance of unplanned pregnancy.

## **5. Aims**

The aim of SRE at Tavistock College is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can: develop positive values and a moral framework that will guide their decisions, judgements and behaviour and give them the confidence and self esteem to value themselves and others. We aim to help them to understand the consequences of their actions and behave responsibly within sexual relationships and to encourage students to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex. They are given the opportunity to develop an understanding of human sexuality; challenge sexism and prejudice. They are also encouraged to consider the arguments for delaying sexual activity and to understand the reasons for having protected sex. We also aim to give students sufficient information about protecting themselves and others from uninvited/unwanted conceptions and sexually transmitted infections including HIV. We also aim to make students aware of how the law applies to sexual relationships and the sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

## **6. Organisation and Content of Sex and Relationship Education**

Tavistock College specifically delivers Sex and Relationship Education through its PSHE Programme and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Tavistock College takes place within PSHE lessons. The PSHE /RS team deliver the Curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The SRE content within the PSHE Programme is spiral and there are some lessons in each year. In year 7 students consider emotional and physical changes during puberty, in year 8 they discuss healthy friendships and the importance of loving relationships, in year 9 they have some detailed lessons on contraception and STI's. At key stage 4 this is built on and students also consider the importance of stable relationships and the consequences of early parenthood. In year 11 the power of the media and stereotypes are considered in relation to sexual relationships and sexual orientation.

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.

Assessment is carried out at the end of each unit in PSHE and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **7. Inclusion**

We intend our policy to be sensitive to the needs of different ethnic and religious groups. We also aim to focus equally on boys and girls.

We will ensure that all young people receive Sex and Relationship Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. We work closely with teaching assistants and families in considering individual needs.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that Sex and Relationship Education is relevant to them.

## **8. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Sex and Relationship Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons) they are reminded of this right in the curriculum booklet for each year group. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity and we also encourage parents to review any SRE resources that the school uses.

## **9. Confidentiality, Controversial and Sensitive Issues**

*The SRE policy is linked to the confidentiality policy*

Teachers cannot offer unconditional confidentiality and students are reminded of this.

If a case arose where a teacher learns from an under 16 year old that they have either had or are contemplating sexual intercourse the young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice. Child protection issues will be referred to the person responsible for Child Protection (SDO) under the school's procedures. The young person will be informed about where to get help, including precise information about where they can access contraception and advice services. They could also be encouraged to speak to the school nurse about where to go for further support. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

## **10. Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the head of the Social Studies faculty to oversee and organise the monitoring and evaluation of PSHE. The PSHE programme is subject to monitoring evaluation and review processes. Students are asked to evaluate lessons and comment on the appropriateness of the delivery and content.

The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.