

**JOHN SPENDLUFFE
TECHNOLOGY COLLEGE**



**SEX AND RELATIONSHIP
GUIDANCE POLICY**

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SEX AND RELATIONSHIP EDUCATION GUIDANCE POLICY

At John Spendluffe Technology College we are not only committed to the statutory requirement to provide Sex and Relationship Education Guidance for all students as part of their preparation for adult life, we also feel that it is an important aspect of the development and well-being of our students.

To this end, the Governors have delegated responsibility for the management and organisation of Sex and Relationship Education Guidance to the Headteacher.

WHAT IS SEX AND RELATIONSHIP EDUCATION GUIDANCE?

According to the DFEE Guidance Booklet 0116/2000, Sex and Relationship Education Guidance is...(See Appendix A and B)

“lifelong learning about physical, moral and emotional development. It is about the understanding of 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 sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching”.

The three main areas of Sex and Relationship Education Guidance are:-

1. attitudes and values
2. personal and social skills
3. knowledge and understanding

Effective sex and relationship education is essential in the College Curriculum if students are to make responsible and well informed decisions about life. The DFEE document 0116/2000 recommends that Sex and Relationship Guidance should not be taught in isolation, but should be “fairly rooted” within PSHE.

AIMS

- 1 To provide knowledge about the emotional, physical and physiological changes which occur with the onset of puberty;
- 2 To teach the processes of human reproduction;
- 3 To enhance understanding of the nature of sexuality;
- 4 Fidelity – preparing them to review their own relationships in a responsible manner, how to cope when relationships break down;
- 5 To encourage appreciation of the value of stable family life, marriage and the responsibilities of parenthood;
- 6 To explore with students additional values and moral issues including:- self restraint; respect for themselves and others; sensitivity towards the needs and views of other people;
- 7 To raise awareness of the moral implications and risks of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters. This will include education about HIV, AIDS and other sexually transmitted diseases (STI’s);
- 8 To provide knowledge and understanding of contraception and abortion, offering balanced, factual information and acknowledging the major moral and ethical issues involved; thus helping students to respect themselves and others and move confidently towards adulthood.
- 9 To ensure that students are aware of laws relating to sexual behaviour;

- 10 To make students aware of confidential help, advice and treatment that is available to them through local health services, and to encourage them to discuss any personal concerns with their parents.
- 11 To explore the meaning of sexuality, in accordance with the confines of Section 28 and to challenge homophobic behaviour and language.
- 12 To help and support young people through their physical, emotional and moral development.
- 13 To learn the reasons for delaying sexual activity and the benefits to be gained from this.
- 14 To learn where and how to gain appropriate advice on sexual health.

In satisfying these aims, we are mindful of the needs of our students and the fact that their lives may not reflect such values or experiences, and we attempt to deal sensitively with all issues.

Effective sex and relationship education does not encourage early sexual activity. It should help students to understand their sexuality and thus enable them to have a mature attitude towards sex as their confidence and self-esteem improve.

ORGANISATION

Sex and Relationship Education Guidance is provided as part of the programme of Health Education for students in Years 7-11. Aspects of Sex and Relationship Education Guidance are also taught within the Science Curriculum and Schemes of Work for Religious Education, PSHE, Child Development and Opening Minds.

WITHDRAWAL

If a parent wishes to withdraw a child from Sex and Relationship Education, then they need to inform the school in writing. Initial contact will be via the Head of House who liaises with the Head of PSHE. Ultimate responsibility lies with the Headteacher. A record of those withdrawn is to be kept in the Main School Office.

The right to withdraw does not apply to National Curriculum Science lessons.

It is inevitable that the teaching of unrelated topics in other subjects will occasionally lead to discussions of aspects of relationships and sexual behaviour. In such cases teachers are responsible for ensuring that discussion is directed towards what is relevant to the other subject. It is unreasonable for the right of withdrawal to be applied in these circumstances.

GROUND RULES

A set of Ground Rules is given to all students in Year 7 in their PSHE lessons. This helps to create a safe environment in the classroom, both for the teacher and the students. The Ground Rules are based around the following criteria:-

1. no one will have to answer a personal question (teacher or student)
2. no one will be forced to take part in a discussion
3. only correct names to be used for parts of the body
4. meanings of words will be explained in a sensible and factual way.
5. no teasing or personal comments are allowed.

A letter is sent home in the Admission pack to parents of new Year 7 students to inform parents that sex and relationship education guidance will be taught in Year 7 and inform them of their right to withdraw their child from sex and relationship education guidance.

DEALING WITH QUESTIONS

When an individual student raises particular, personal issues, the teacher should avoid dealing with such issues with a whole class or instantly providing counselling and advice to the student. Instead the teacher should ask the student to remain behind after the lesson, or refer them to the appropriate health care professional. If necessary in exceptional circumstances the teacher should inform the SLT member responsible for dealing with Child Protection issues, whose subsequent action would normally involve the parents and appropriate Support Agencies.

WORKING WITH PARENTS

Information from a survey showed that although initial Sex and Relationship Education Guidance is received from parents, 84% of parents wanted their children to learn Sex and Relationship Education Guidance at College. Students are encouraged to take their Health Education folders home and to share their knowledge and awareness of Sex and Relationship Education Guidance issues with their parents. It is hoped that in the near future, parents will be consulted on the content and timing of Sex and Relationship Education Guidance.

CRITERIA FOR SUCCESSFUL DELIVERY OF SEX AND RELATIONSHIP EDUCATION GUIDANCE

1. Student understanding of the facts of human development, human reproduction, contraception, abortion and sexually transmitted diseases.
2. Student appreciation of moral values in our society associated with sexual behaviour relationships and family planning.
3. Student understanding of the law in relation to sexual behaviour and of where to seek advice and treatment for personal sexual problems.
4. Understanding of the above reflected in personal behaviour.
5. Parental satisfaction with the college's delivery of Sex and Relationship Education Guidance resulting in all students participating in such lessons.
6. Staff satisfaction with the philosophy and organisation of Sex and Relationship Education Guidance within the college.

RESOURCES

Funding to provide resources such as DVD's, text books, worksheets, Interactive whiteboard resources and other visual aids appropriate to the teaching of Sex and Relationship Education Guidance topics is allocated within the budget of PSHE.

SEN

The PSHE Co-Ordinator will liaise closely with the Learning Support Department when dealing with students with special educational needs. If necessary any speciality adapted or changed work will be delivered with the knowledge of the teacher involved. Students will be closely monitored by Key Workers and familiar staff to ensure they understand the concepts and ideas. Those with delayed or under developed emotional function will be supported by relevant staff.

REVIEW

The Governing Body will review this policy and arrangements for the delivery of Sex and Relationship Education Guidance to students annually, mindful that college policy and practice should reflect statutory requirements and of the identified criteria in the College's policy for the successful delivery of Sex and Relationship Education Guidance.

A copy of this policy is available to parents on request and parents are invited to examine teaching materials used in Sex and Relationship Education Guidance lessons by contacting one of the above named staff.

LINKS TO OTHER POLICIES

ICT

Safeguarding

Anti Bullying

LITERACY POLICY FOR SEX AND RELATIONSHIP EDUCATION GUIDANCE

One of the aims in Sex and Relationship Education Guidance is to adhere to the college's commitment to improve literacy.

At the beginning of each new topic involving Sex and Relationship Education Guidance a set of keywords is given and explained. These words can then be referred to during lessons to aid the pupil's understanding. By the end of each topic, it is expected that the pupils subject-related literacy will have improved.

Literacy Targets are encouraged at all times. Independent learning is encouraged through group work, role play, worksheets and revision. All students are appropriately challenged verbally through differentiated learning tasks, and teamwork tasks are set during Opening Minds lessons, supporting the use of P.L.T.S. and AfL. The College Marking Policy, Literacy and Numeracy Policies are adhered to.

NUMERACY POLICY FOR SEX AND RELATIONSHIP EDUCATION GUIDANCE

Opportunities for the utilisation of numeracy occur at various stages in Sex and Relationship Education Guidance. This is mainly in conjunction with statistical analysis of some of the topics covered, for example the number of cases of different STD's, including HIV and AIDS and the percentage of effectiveness of different contraceptive devices and the percentage of teenage pregnancies.

The college policy for numeracy is fully embraced in Sex and Relationship Education Guidance.

The Numeracy Policy of this Department will be reviewed annually by the Citizenship Department with a member of the Mathematics Team.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL DEVELOPMENT

Social

Students learn to discuss sensitive issues in an open and sensible manner, using only correct names for parts of the body. Students use role play situations and group work to practice social situations and group work to practice social situations involving the topics related to Sex and Relationship Education Guidance.

Moral

Many topics involving Sex and Relationship Education Guidance also involve moral issues. The Religious Education Department works with the PSHEE Department on more "in depth" in issues like abortion, while PSHEE and Child Development look more at the facts surrounding foetal development, but still examine moral dilemmas to some degree, often culminating in interesting debate work.

Spiritual

Sexual practices in different religions and cultures are discussed, for example female circumcision and male circumcision, with some aspects of belief and evolution.

Cultural

Historical aspects of sex are examined, for example, chastity belts as a means of protecting ones "property", also female circumcision, now illegal in many cultures. The 1967 Abortion Act and what happened before abortion became legal. Origin of terminology, (for example, contraception and early devices, early sanitary protection) and use of textbooks are designed to aid teaching within a multi cultural society.

Research has shown that some children from black and other ethnic minority communities are less likely to talk to parents regarding sex and relationships. In some instances young people from ethnic minorities may rely on college as their main source of Sex and Relationship Education Guidance.

POLICY DOCUMENTS

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy: Sex and Relationship Education Guidance

Date: 21.01.2015