

Dryden & Hill Top Learning Federation



Sex & Relationship Policy



Sex & Relationship Policy

Responsibility for Policy: Sandra Cooper & Dawn Winter

Date policy written/rewritten: June 2015

Date policy reviewed

Date policy ratified by governors: 15th October 2015

Dates policy to be reviewed: October 2016

Dryden & Hill Top Learning Federation



Federation Sex and Relationship Education Policy



Introduction

Sex and relationships education is lifelong learning about physical moral and emotional development. It is about 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. (DfE 3/2000). The briefing paper 6103- 20th May 2015 gives overview of legislation and guidance currently in place.

This policy should be read in conjunction with the PHSE & Citizenship policy, Child Protection, Equal Opportunities and Confidentiality Policies.

Rationale

The DfE Sex and Relationship Education guidance (2000) states that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.'

Furthermore 'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'

The DfE suggests that sex and relationships education (SRE) is provided in a way that encourages pupils to consider: personal relationships in the widest sense, morals, the importance of marriage and family life.

The Education reform Act 1988 provides that 'If parents of a pupil request that she/he be wholly or partly excused from sex education the pupil can be excused until the request is withdrawn. However, parents do not have the right to withdraw their child from the biological aspects of human growth and reproduction that is part of the National Curriculum science. As the PSHE programme emphasises aspects of sex education within a framework of personal development, we hope that parents will realise the benefits to be gained by students from this type of course and not request withdrawal without discussing it with the school.

This policy will be made available to parents on request.

Dryden & Hill Top Learning Federation



Federation Sex and Relationship Education Policy



The Education Act 1996 –section 403/405 gives parents the right to withdraw and requires that a summary of the content and organisation of sex education be published in the school prospectus.

Both schools participate in the Gateshead / National Healthy School Award which requires participating schools to have an agreed policy in the appropriate Scheme of Work, training and opportunities for development.

Aims

1. To develop positive values and a moral framework that will guide students' judgements, decisions and behaviour.
2. To develop students self confidence and self-esteem. To encourage openness and better communication about sexual matters.
3. To encourage students to value themselves and others. Young people who feel positive about themselves are more likely to develop caring relationships and are less likely to exploit, or be exploited by others.
4. To prepare students to cope with the physical and emotional changes as they grow up, including puberty.
5. To provide adequate and relevant information to enable students of all abilities to make informed choices.
6. To develop a degree of responsible personal autonomy and self-advocacy, helping students to recognise their own needs and those of others.
7. To raise awareness of outside influences e.g. The Media, Social Media.
8. To ensure that students are given appropriate teaching materials that have regard for any religious or cultural background of the students, meet legal requirements and are not explicit or unrelated to the lesson.
9. To develop the skills to avoid and resist unwanted sexual experiences.
10. To encourage and equip students to ask for advice and support if needed, both within school and outside agencies, e.g. ChildLine.

Dryden & Hill Top Learning Federation



Federation Sex and Relationship Education Policy



11. To gain accurate knowledge and elementary understanding about how the body works, relationships, sexuality, sexual reproduction, sexually transmitted infections and other aspects of sexual health.
12. To provide the opportunity for students, parents and professionals to explore attitudes, beliefs and values of ourselves and others leading to the development of values that guide decision making and ultimately behaviour. Through exploring shared value systems we hope to gain clarity about our own beliefs and develop respect for the beliefs of others.

Implementation

Teaching SRE

SRE is an integral part of the Personal, Social, Health Education, Citizenship and science curriculum. Class teachers, with the support of their teaching assistants have the main responsibility for teaching SRE.

Where appropriate, some lessons may be delivered in ability groups to ensure that content is relevant. Some topics may be covered in single sex groups. Where appropriate, small groups or individuals may be withdrawn on a needs basis, for additional lessons. We will always respond to parental requests for help, advice or support on specific issues relating to their child and will refer students and their families to other agencies for support and advice if required.

The school nursing team is always available for advice. Health workers are available for students at Gateshead College for visiting students, e.g. Hill Top 6th formers.

All parents are notified in advance of the delivery of the scheme of work and given a breakdown of the proposed content. They are invited to discuss any issues or concerns with staff.

Students are able to develop their ideas, knowledge and skills gradually and appropriately through planned lessons in the curriculum as well as through wider school activities such as assemblies and whole school theme days. We acknowledge the need for a spiral curriculum in order to deliver meaningful and appropriate content as and when students are ready for it.

Organisation

There are three main elements of SRE – Attitudes and Values, Personal and Social skills and Knowledge and Understanding.

Dryden & Hill Top Learning Federation



Federation Sex and Relationship Education Policy



All three elements are delivered at each Key Stage, including Post 16/ASC. (See programmes of study.) Please note that not all students will participate in all sessions. Teachers will use their knowledge of the student to decide when content is inappropriate for that student at that time, to enable students to build upon existing knowledge and progress according to maturity through each stage. If a member of staff feels ill equipped to deliver part of the programme the Health Education Coordinator will assist.

The Schools have developed a Sex and Relationships Education Course, specifically for pupils with learning difficulties.

Attitudes and Values

Learning the importance of values and individual conscience and moral considerations

Learning the value of family life, marriage, and stable and loving relationships for the nurture of children

Learning the value of respect, love and care of others (To include anti-bullying)

Exploring, considering and understanding moral dilemmas

Develop critical thinking as a part of decision-making

Personal and Social Skills

Learning to manage emotions and relationships confidently and sensitively

Developing self-respect and empathy for others

Learning to make choices based on an understanding of difference and with an absence of prejudice

Developing an appreciation of the consequences of choices made

Managing conflict

Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

Learning and understanding ones physical development at appropriate stages, including puberty

Understanding human sexuality, reproduction, sexual health, emotions and relationships, Sexual behaviour e.g. intimacy, masturbation, privacy etc.

Learning about contraception and sexual health (including HIV, AIDS and other sexually transmitted diseases) and support available to them

In addition human reproduction and other elements of SRE are also delivered through the science curriculum.

Dryden & Hill Top Learning Federation



Federation Sex and Relationship Education Policy



Working with Parents

The School is committed to working with parents. Under the Education Act 1996 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to see the Head of School who will explore the concerns of the parents and possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the student. Once a student has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Child Sex Abuse

We are aware that some of our students have experienced abuse. We do not accept that this is a reason for avoiding education about sex and relationships. Indeed it makes it more essential such teaching may help students avoid some abusive situations.

Any disclosure of abuse to an adult in school must be reported immediately to the Head of School (Safeguarding Officer) as per Safeguarding Policy.

Answering Difficult Questions

Sometimes an individual will ask explicit or difficult questions in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations or refer to the Health Education Coordinator if they are concerned.

Confidentiality

Ground rules regarding confidentiality will be established at the start of each scheme of work with individual groups and their staff.

Students are made aware that disclosures made to members of staff, which contravene the law, cannot be treated as confidential. Likewise where a course of conduct may place the student at moral or physical risk, the teacher has a responsibility to inform the Head of School who would take suitable action. The school has a specific Child Protection Policy and named Child Protection Officer.

Resources

A selection of resources is housed within the PSHE area.

We have access to a number of support agencies who we can call upon e.g.

Dryden & Hill Top Learning Federation



Federation Sex and Relationship Education Policy



School Nurses and a Dental Nurse who can help with the delivery of some of units, if required. On occasions external trainers may be used e.g. first aid training provided by New Vision or by qualified staff within school.

Monitoring and Policy Review

The monitoring and review of this policy is an ongoing process. It is subject to rigorous review through the Healthy Schools Award as well as internal school policy monitoring systems.

(Connecting Steps offers the opportunity to assess aspects of SRE at Dryden.)

Appendix

Sex and Relationships Education Outline/Rolling Programme for PSHE

Growing Up to be a Teenager
Human Body
Growing Body
Relationships
Appropriate Behaviour
Conception
Fertilisation
Birth of a Baby
Good and Bad Relationships
Developing Relationships
Sexual Relationships
Contraception
Sexual Health/Sexually Transmitted Diseases
Antenatal Care
Baby Care
Child Development – Physical and Intellectual

Dryden & Hill Top Learning Federation



Federation Sex and Relationship
Education Policy



DRAFT