

Whole-School Policy on Sex and Relationship Education

ACADEMIC YEAR 2018-19

Version:	1.0
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Date:	17.09.2018
Approved by headteacher:	
To be reviewed:	September 2019
Signed:	GW

Record of Alterations

New policy

General Policy Statement

Our core belief of “Valuing People, Supporting Personal Best” means we believe everybody has the right to feel safe and confident in our school community. Therefore, we aim to provide a safe, secure, caring environment where everyone is valued and respected equally. Shelley College will promote tolerance, respect and understanding through the curriculum, skills for life lessons and the assembly programme. We continually strive to prepare and equip our students with the skills and knowledge for the world in which we live.

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What is sex and relationships education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of our Skills for Life programme which incorporates personal, social, health and economic education (PSHE), and spiritual, moral, social and cultural education (SMSC). A comprehensive programme of sex and relationship education provides accurate information about the body, reproduction, sex, and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is sex and relationships education at Shelley College important?

- High quality sex and relationship education helps create a safe school community in which students can grow, learn, and develop positive, healthy behaviour for life.
- Young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Allows an opportunity to provide a preventative programme that enables students to learn about safety and risks in relationships.
- It promotes students' wellbeing, and prepares young people for the challenges, opportunities and responsibilities of adult life.
- It aims to have a positive impact on students' health and wellbeing and their ability to achieve.
- Supports young people to make high quality sex and relationships education so they can make wise and informed choices.

Government guidance on sex and relationships education in schools

The government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'sex and relationship education is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

Parents'/Carers' right to withdraw their son/daughter from Sex and Relationship Education

Parents/carers have the right to withdraw their children from all or part of Sex and Relationship Education (excluding withdrawal from sex education in National Curriculum science). If a parent/carer made a decision to withdraw their son/daughter for sex and relationship education this should be communicated in writing to Mrs Carr (Vice Principal).

How Sex and Relationship Education is provided and who is responsible for providing it?

At Shelley College we address the sex and relationship education through the curriculum and Skills for Life (PSHEE). Below is an overview of the content for each year group.

	Science	RE	Skills for Life
Year 9	Sperm cells and egg cells. Ethical and religious objections to stem cells from human embryos. Sexual contact or exchange of bodily fluids.		Difference between sex and gender. Transgender. Homosexual and bisexual relationships. Global tolerance of homosexual relationships. Beauty in the media.

	<p>Gonorrhoea and sexual contact, recognising symptoms, treatments, difficulties in treatment due to antibiotic resistant strains. Importance of barrier methods such as condoms to reduce incidences of sexually transmitted disease.</p> <p>Fungal diseases and parasitic diseases spread by sexual contact</p>	<p>Human sexuality: heterosexual and homosexual relationships</p> <p>The age of consent</p> <p>Christian and contemporary attitudes to human sexuality</p>	<p>The dangers of sexting. Consent.</p>
Year 10	<p>Hormonal coordination and control by the human endocrine system.</p> <p>Puberty and reproductive hormones.</p> <p>Oestrogen, female reproductive hormones, puberty and the onset of the menstrual cycle.</p> <p>Testosterone, male reproductive hormone, its production by the testes and stimulation of sperm production at puberty.</p> <p>Menstrual cycle and the control using hormones.</p> <p>Contraception Oral, barrier, intrauterine devices, spermicidal agents, abstaining, sterilization.</p>	<p>Sexual relationships before and outside of marriage</p> <p>Contraception: Christian and contemporary attitudes to contraception</p> <p>Marriage and the purpose of it.</p> <p>Cohabitation</p> <p>Divorce: Christian and contemporary attitudes to this issue</p>	<p>Family and friendship. Acceptable teenage relationships. Unhealthy relationships and domestic abuse. Sexism. The dangers of pornography. Protection from STIs.</p>
Year 11	<p>Sexual reproduction as the fusion (joining) of male and female gametes.</p> <p>Students should be able to discuss the importance of understanding the human genome.</p> <p>Inherited disorders and considerations associated with these</p>	<p>Religious teaching about the nature and purpose of families.</p> <p>Christian and contemporary attitudes to gender equality.</p>	<p>Dangers of binge drinking and links to impact on relationships.</p>
Sixth Form		<p>Attitudes to sexual ethics Pre-marital and extra marital sex Contraception</p>	<p>The impact of drugs on relationships and peer pressure. Safe drinking of alcohol, violence and</p>

			alcohol and risky behaviours.
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This curriculum is reviewed regularly and on occasion when particular issue(s) arise in school, the local community or nationally we respond and adapt the curriculum according.

When delivering sex and relationship education we establish ground rules to help create and maintain a safe learning environment.

External visitors

External visitors that contribute to sex and relationship education include school nurses, youth workers, peer educators, theatre-in-education companies, staff from local sexual health or domestic violence charities, members of a faith or community group. External visitors contribute to sex and relationship education are selected on the basis of having the right skills and experience to make a unique contribution and add value.

How Sex and Relationship Education is monitored and evaluated at Shelley College?

Monitoring is an ongoing process that checks the degree to which a scheme of learning is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and students’ needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

To monitor the sex and relationship programme we have an effective quality assurance programme that includes; lesson observations, drop-ins, work scrutiny, peer support, reviewing of the sex and relationship policy and programme. Training for staff is provided through the Tuesday evening training programme and on an individual or small group basis dependent on new information received or when training needs are identified.

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. The assessment of pupil learning will contribute to the lesson/unit evaluation. Evaluation answers the questions:

- Has this lesson or unit enabled the students to learn what was intended?
- Does it meet the needs of the students?
- What do we think of it? (teachers and students)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

This is completed both formally and informally via stakeholder feedback, and the quality assurance systems within school.

What is high quality sex and relationships education?

The principles of high quality sex and relationships education:

- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps students understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- helps students understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs It contributes to: a positive ethos and environment for learning
- promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Section 2: Guidance for teachers

How do I teach about healthy relationships, sexual consent, exploitation and abuse?

Always establish a set of ground rules:

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

Following these principles:

- The importance of teaching young people about consent is central to learning about healthy, equal and safe relationships and choices.
- Sex and relationship education should promote equality in relationships and emphasise the importance of seeking and gaining mutual consent through positive and active communication, and go beyond teaching how to say 'no'.
- Students should be taught how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.
- Students should understand the impact of a pernicious culture that reinforces stereotyped and gendered expectations for both boys and girls, including blaming victims for the abuse they experience and other cultural norms and negative stereotypes that they experience and observe.

- Students should also develop the skills for negotiating consent and managing the feelings associated with their experiences, and how to seek help and support if they need it.
- Crucially, learning should open up discussion about real-life situations.

Section 3: Guidance for students

Where do I get help and advice?

We run a drop in with the school Nurses on Thursday lunchtime in the pastoral meeting room. This service provides confidential help, support and guidance for all areas of sex and relationship education. Students will be assessed for competency to make appropriate decision before they will be provided with contraceptives.

If you need any help or advice your Student Manager is always willing to support and signpost you the most appropriate support.

The age of consent for sex

The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.

It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance [1] is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.

It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

Contraception and under 16s

Health professionals in the UK may provide contraceptive advice and treatment to young people under 16 if, in their clinical judgement, they believe it is in the young person's best medical interests and the young person is able to give what is considered to be informed consent.

Rape

In each UK country, a man would commit rape if he intentionally penetrates with his penis the vagina, mouth or anus of another person, male or female, without that person's consent or if they are under 13, as young people aged 12 and under are not legally able to give consent to any sexual activity.

Sexual assault by penetration

This offence was introduced by the Sexual Offences Act 2003 (in England and Wales), The Sexual Offences (Northern Ireland) Order 2008, and the Sexual Offences (Scotland) Act 2009. It is an offence

for someone, male or female, intentionally to penetrate the vagina or anus of another person with a part of their body or anything else, without their consent. The purpose also has to be sexual.

Sexual assault and indecent assault

In England and Wales it is an offence to touch someone else with sexual intent if the other person has not consented to such touching and if the person carrying out the offence does not reasonably believe that the other person consented.

Exposure

It is an offence for someone to expose their genitals if they intend that someone else will see them and if they intend to cause that person (or persons) 'alarm or distress'.

It is not a crime to be naked in public but it is possible that a naked person could be arrested and charged with causing harassment, alarm or distress under the Public Order Act 1986 if they do not put some clothes on when a member of the public or a police officer asks them to do so.

Grooming

It is an offence to befriend a child on the internet or by other online means and meet or intend to meet the child with the intention of abusing them.

Pornography and images of child abuse

Pornography is legal as long as those who appear in it are aged 18 or over and as long as it does not contain anything defined as extreme pornographic imagery.

Definitions of some common terms

Consent

The Sexual Offences Act 2003 for England and Wales says that a person consents to something if that person 'agrees by choice and has the freedom and capacity to make that choice'.

Sexual

England and Wales: penetration, touching or any other activity is sexual if a reasonable person would think that it is, by nature, sexual (for example, sexual intercourse or masturbation). An activity would also be sexual where the circumstances or purpose of the person carrying out the activity make it sexual.

Section 4

Guidance for Parents/Carers

Your role in your child's education about sex and relationships is important. The teaching of these subjects in school is designed to complement the discussions you have with your child at home.

Before talking to your child, think about your own views on sex and what matters to you in your relationships and family life. Work out your own values and morals so that you can give your child clear, consistent messages about sex and relationships throughout childhood. Sex education is most effective when it's built up gradually over a number of years.

- Don't ignore the subject altogether - you don't want your child to grow up being confused about sex and relationships.

- Tips on talking to your child about sex and relationships:
- Try to make discussion of sex a part of normal life not just a one-off talk.
- Talk as naturally as possible to your child as this will encourage him or her to be more relaxed and open with you.
- Answer any questions your child asks as clearly as you can so that he or she doesn't become confused.
- Listen carefully to what your child has to say and try to deal with any fears, concerns or misunderstandings as they arise.
- Be truthful if you don't know the answer to a question - try to find out the answer and then raise the topic again another day.
- Don't avoid a topic if you feel uncomfortable or embarrassed about raising it. Consider introducing the subject via discussion of a TV programme or magazine article or what your child is learning in class.
- Make sure any discussions are appropriate to the age of your child.

Liaising with school

We will always work in partnership and for the best interests of your son and daughter. Please don't hesitate to contact your child's Student Manager to discuss any concerns or if you would like some advice or support.

Appendices

1 Useful websites

www.forwarduk.org.uk

www.pshe-association.org.uk/consent

http://www.cps.gov.uk/legal/p_to_r/rape_and_sexual_offences/soa_2003_and_soa_1956

http://www.cps.gov.uk/news/fact_sheets/sexual_offences/

www.thinkuknow.co.uk/14_plus

http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf

<http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

www.brook.org.uk/traffic-lights

<http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

http://ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO_Lead_position_on_Self_Taken_Images.pdf

<http://www.childline.org.uk/explore/onlinesafety/pages sexting.aspx>

www.stonewall.org.uk

http://www.sexeducationforum.org.uk/media/6153/sex_and_relationship_education_and_young_children.pdf

http://www.sexeducationforum.org.uk/resources/resources-for-sex_and_relationship_education.aspx

2 More information on Guidance for teaching Sex and Relationship Education

Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. Being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM).

They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. It is important to remember that some children will have witnessed violence in their homes, and may see this as acceptable behaviour. While men and women can be both victims and

perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men.

This is a real-life issue that sex and relationship education should address, looking at the different experiences and influences on the behaviour of children and young people of different genders, in order to better support those who hold negative attitudes or behave unacceptably to change. Sex and relationship education provides a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and for creating safe school communities, and that no one is ever responsible for the violence or abuse they experience. Teachers should ensure they understand how to link young people into wider support services where necessary. Ending violence against girls and women is an urgent global rights and public health concern, and is treated as a cross-government issue in the United Kingdom.

It is helpful to address the issues surrounding pornography and there is widespread support from parents who recognise the need for this. Teaching should emphasise that pornography is not the best way to learn about sex because it does not reflect real life, and can therefore be worrying, confusing and frightening for young people. Some young people may be concerned that their use of pornography is becoming compulsive – teachers should recommend talking about this to a trusted, non-judgmental adult. Students must also learn that some pornography – child abuse images, for example – is illegal for any age. At secondary level, discussion about pornography can be included in lessons that focus on negotiation and assertiveness skills, the importance of communication in relationships, and analysing the stereotyping in some media images. Teaching can focus on the role of peer influence in young people’s lives, the importance of not pressuring or coercing a partner to look at pornography or imitate behaviours in it, and the skills required to resist unwanted pressure. Reports indicate that young people’s interactions with pornography are distinctly gendered and that it can have negative effects on young people’s attitudes to each other.

Sex and relationship education should enable all young people to understand pornography’s influence on gender expectations of sex. It should build on earlier learning about relationships, body image, consent and gender, which begins in primary school with discussions about the importance of loving and respectful relationships. Students should understand that pornography shows a distorted image of sex and relationships, including ‘perfect’ bodies and exaggerated sexual prowess. Sex and relationship education provides opportunities to discuss body image and understand how pornographic pictures and videos are routinely edited and ‘photo-shopped’. Pornographic images must never be shown to students, and there is no need for teachers to look at pornography to plan their teaching. Pornography can depict a lack of communication about choices, sexual consent and contraception, and often shows violent and oppressive behaviours towards women, which can be frightening and confusing, and make young people feel pressured to behave in particular ways.

‘Sexting’ and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility. ‘Sexting’ is a term used by adults, referring to sexual content and images sent by mobile phone (though other digital communication raises similar concerns). Young people may use their own terms, including ‘selfies’, ‘nudes’ or ‘fanpics’. Research shows that sexting is of most concern to young people in their early teens. Schools should address privacy and boundaries from a very early age in the context of personal safety and abuse. Specific work about ‘sexting’ should be addressed in sex and relationship education as soon as it is identified as a potential issue. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

Students should learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it’s a picture of themselves. These laws have been created to protect children and young people. It is therefore unlikely that the police would prosecute a young person unless they were concerned that images were being used to harass or coerce, or shared with intent to harm.

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive sex and relationship education will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010. Too often, groups of young people say they feel excluded in sex and relationship education lessons. For example, lesbian, gay and bisexual students (who make up approximately 10% of any school population) often report that their sex and relationship education is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively and that it fails to address sexual health issues linked to the range of sexual behaviours and activities that people encounter whatever their sexual orientation.

Young people with physical or learning disabilities often report that sex and relationship education does not meet their needs, while boys tell us they feel excluded because sex and relationship education seems to be aimed more at girls – and they are often anxious about being shown up as being ignorant about sexual matters. All children and young people – whatever their experience, background and identity – are entitled to quality sex and relationships education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include students with different abilities and disabilities, experiences and backgrounds, gender and sexual identities.

To encourage students to participate in lessons, teachers should ensure content, approach, and use of inclusive language reflect the diversity of the school community, and help each and every pupil to feel valued and included in the classroom. Teachers should never assume that all intimate relationships are between opposite sexes. All sexual health information should be inclusive and should include LGBT people in case studies, scenarios and role-plays. Boys and girls can explore topics from a different gender’s point of view, and a variety of activities – including practical tasks, discussions, group activities and competitions – can provide something for everyone.

Confidentiality and safeguarding work in the context of sex and relationship education lessons. The classroom is never a confidential place to talk, and that remains true in sex and relationships education. Students must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement. Any visitor to the classroom is bound by the school’s policy on confidentiality, regardless of whether they have – or their organisation has – a different policy.

An example of a set of ground rules:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

If you believe there is a safeguarding or child protection issue, your school policy will state who within the school you should talk to and the routes for dealing with concerns.

