

The Howard Partnership Trust

SEX AND RELATIONSHIPS POLICY

Purpose:

Thomas Knyvett College believes that sex education is an entitlement of all pupils and an integral part of each student's development.

Date created: November 2014

Governors Committee Responsible:
Curriculum & Pastoral

Senior Manager Contact: Assistant Headteacher

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Purpose: 'THPT related'

Sex education policy

What is Sex and Relationships Education?

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage, 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.

1. Aims of sex education

Thomas Knyvett College believes that sex education is an entitlement of all pupils and an integral part of each student's development.

We aim to:

- establish the idea that human sexual behaviour takes place within a caring and permanent relationship;
- encourage personal responsibility in all forms of behaviour;
- encourage self-esteem;
- encourage respect and consideration for others;
- provide support and information for young people and their parents;
- encourage respect for diversity of culture and religious conviction;
- create a positive and secure environment for open discussion and constructive critical thinking.

The aim of this policy is to clearly communicated to staff, parents, visitors and pupils the manner in which sex education will be delivered in this school.

2. Content

Sex Education provides knowledge, and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

a) Knowledge and information

Foundation Stage

Year R

Hygiene, naming body parts (incidental), friendships, people who help us

Key Stage 1:

Year 1

Different types of families, relationships (friendship), germs and hygiene, healthy choices, keeping safe, growth and change

Year 2

Different types of families, germs and hygiene, naming body parts, the basic differences between boys and girls, basic gender stereotypes, how we grow life cycles, healthy choices, keeping safe

Key Stage 2

Year 3:

Friendships, germs and hygiene, naming organs in the body, changes, basic gender stereotypes, life cycles, healthy choices

Year 4

Friendships, germs and hygiene, naming body parts and organs in the body, changes, including puberty, healthy choices, keeping safe

Year 5

Relationships: good qualities in others, personal hygiene, changes that occur in puberty, menstruation, differences between boys and girls, reproduction, healthy choices, keeping safe

Year 6

Relationships: good qualities in others, personal hygiene, changes that occur in puberty, menstruation, differences between boys and girls, reproduction, healthy choices, keeping safe

Key Stage 3:

Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, HIV/AIDS, safer sex, helping agencies, sex and the law, life stages

Key Stage 4:

Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, different faiths and cultures

b) Values and Beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- respect and valuing of themselves and others;
- understanding and sensitivity towards the needs and views of others;
- responsibility for their own actions;
- responsibility to the school, their family and the wider community.

c) Skills and Abilities

Pupils will be helped to develop the following skills:

- communication including the making and keeping of relationships;
- assertiveness;
- decision-making;
- recognising and using opportunities to develop a healthy lifestyle.

3. Organisation

- a) Sex Education is jointly co-ordinated by the school and the external Health Team, who are responsible for the overall planning, implementation and review of the programme.
- b) Delivery is through primary and secondary
- planned aspects within the Science and Religious Education curricula;
 - addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right of withdrawal.
- c) Teaching approaches
A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.
- d) Pupil groupings
When there is a specific need, arrangements will be made to teach pupils in appropriate alternative groupings, e.g. gender groups
- e) Resources
- Materials - A wide range of teaching resources are available to teachers and for inspection by parents;
 - Staff - With regard to sex education it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through an in-service training programme. All staff are asked to teach within the school's value framework **(See para 4)**.
- f) Time available
- Primary schools offer a week of delivery time. Sex education forms some part of the Science curriculum in Years 7, 10, and 11; is delivered during PSHE sessions, and will also be covered in topic curriculum time

4. Specific issues

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

a) Confidentiality and Advice

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

i) Child Protection Issues

On disclosure or suspicion of possible abuse, the school's child protection procedures must be initiated immediately. The Designated Safeguarding Lead (DSL) needs to be informed immediately

ii) Disclosure of pregnancy or advice on contraception

It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and they will be supported.

- Professional information and guidance will always be sought from a health professional.
- The school will always encourage pupils to talk with their parents first.
- Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). It will need to be checked.
- If pupils refuse to tell their parent(s) the adult should refer them to a health professional.

The adult should report the incident to the Designated Safeguarding Lead (DSL) responsible, who will consult with the health professional about informing the parent(s).

There are additional national agencies who are able and willing to give help and advice on personal and confidential matters including:

- Childline
- School medical services (The School Nurse/Doctor)
- Careers Guidance
- A2E

b) Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

c) Human Sexual Behaviour

As part of the sex education programme issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way.

d) Complaints Procedure

Any complaints about the sex education curriculum should be made to the Head of School.

e) Parental Partnership

Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex education programme. Parents wishing to exercise that right are asked to discuss the matter with the appropriate personnel.

5. Monitoring and Review

- a) Sex education will be monitored by the the designated staff member
- b) An annual report will be made to governors and a summary included in their annual report to parents.

6. Other policies which have relevance to sex education are:

- Equal opportunities
- Anti-bullying
- Safeguarding