



SEX AND RELATIONSHIPS EDUCATION POLICY

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1. Aims

A key aim of the school is that each student will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents have access to an outline of the Sex and Relationships Education programme for each year group so that they may decide whether or not to withdraw their child.

The specific aims of the school's Sex and Relationships Education programme, an outline of which is attached to this statement, are:

- (a) to help students approach sexual relationships responsibly, with self-respect and respect for others and without risk to their own and other people's physical and emotional health;
- (b) to enable students to contextualise the relevant biological facts;
- (c) to encourage students to consider the moral issues which arise and the value of family life and to recognise the value of caring, loving relationships.

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- (d) to promote in students a mature and informed approach to sexuality which avoids stereotyping and prejudice.

2. Roles and responsibilities of the governing body, headteacher and school staff

The **governing body** will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- seek the advice of the headteacher on this policy, keep it up to date, and make it available to parents
- ensure that sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of marriage.

The **headteacher** will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages students to consider morals, the value of family life, and the importance of marriage
- students are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents are informed about the programme for sex education for each academic year.

Staff who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages students to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- respond appropriately to those students whose parents wish them to be withdrawn from sex education.

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3. Arrangements for monitoring and evaluation

Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on students will be included in the report.

4. Delivery

It is the governing body's policy that the programme should be delivered in a sensitive and caring manner, which recognises gender, sexuality and the wide variety of students' backgrounds and the pace at which students mature. Topics should be dealt with openly, clearly and simply and students' questions should be answered with these aims in mind.

5. Teaching Materials

It will be for the PSHCEE co-ordinator to use his/her professional judgement, in accordance with the requirements of sections 1 and 2 above, in the choice of teaching materials and the use of suitable outside agencies.

6. Teachers

The programme will be delivered by those teachers who have been made familiar with it by the PSHCEE co-ordinator (with the exception of that part covered by National Curriculum Science) and have received from them information and support to deliver it confidently and effectively.

7. Personal Issues

If an individual student who has not been withdrawn from sex education seeks a teacher's advice on sexual matters, including the student's own sexual activities, this will be given in accordance with the professional responsibilities of teachers. Students will be encouraged to inform and consult their parents, and other health professionals if appropriate. It will be for the teacher concerned, consulting the head teacher, Designated Senior Person for Safeguarding Children or other colleagues as appropriate, to decide whether parents should be informed.

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8. Publication of the Policy

The policy will be available to parents to view or download from the school's website. Parents are able to obtain further copies from the school office. The PSHCEE co-ordinator will explain the programme in more detail to any parent seeking further information.

9. Withdrawal of Students from Sex and Relationships Education

Beaumont School believes that students benefit from a programme of sex education, the aims of which are as set out in paragraph 1. However, the law states that any parent has the right to withdraw their child from any part of the sex education programme at any time, with the exception of the National Curriculum Science content. The student will be withdrawn as soon as the parent's written request is received. Students who have been withdrawn will be provided with alternative work.

10. Review of the Policy and Programme of Sex Education

This policy and the programme of sex and relationships education will be kept under review by the governing body and parents will be informed of any changes that have been made to these documents.

11. Child Protection

This policy is consistent with the Hertfordshire Safeguarding Children Board model policy, which has been adopted by Beaumont School. In the event of any conflict, the Child Protection policy would take precedence.

NOTE: Within this policy, parent has the meaning attributed by the Education Act 1996 and includes others with parental responsibility.

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12. Outline of Sex and Relationships Education

Aims

The aim of this programme is to create an atmosphere in which students feel able to voice their views, ask questions and discuss issues in a safe and appropriate manner, dispelling any myths or misconceptions which may arise.

The issue of personal relationships is the theme that runs throughout the programme of PSHCEE. This includes peer pressure, self-esteem and the development of self-confidence. Sex education is an integral part of this.

The programme is designed to meet the aims set out in the policy statement.

Teaching methods

A variety of teaching strategies will be used, including class and group discussion, brain-storming, DVDs, role-play, quizzes, problem pages, decision making and problem solving exercises and worksheets. Outside speakers are also used.

Delivery of the programme

The sex education programme is delivered within the PSHCEE and Science curriculum. The PSHCEE course is taught by a team of informed teachers through weekly lessons in Years 7 to 10. Visiting speakers augment this provision in the Upper School.

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Sex and Relationships Education
Scheme of Work- Outline of Lessons

Although some lessons on relationships are taught in years 7 and 8, the bulk of lessons are in Year 9. Throughout the course, although the students cover topics such as contraception and sexually transmitted infections, it is also reiterated that it to engage in a sexual relationship is a personal choice and no one should ever feel coerced or forced to do something they feel uncomfortable with.

Individuals can also be excused from particular lessons by the teacher if they feel particularly uncomfortable with the subject matter.

Below is an outline of what is covered in lessons in year 9.

Lesson 1 What do we mean by?

Outcomes – pupils will be able to:

- Establish ground rules when talking about sex and relationships
- Learn terms used for sexual anatomy and activities
- Learn that certain terms can offend
- To negotiate a common sexual vocabulary for the group to use.

Lesson 2 Who are You?

Outcomes – pupils will be able to:

- To consider why teenagers form relationships and how those relationships might develop in the future.

Lesson 3 Starting Out

Outcomes – pupils will be able to:

- To explore the laws relating to young people and their sexual health.

Lesson 4 and 5 Introducing Contraception

Outcomes – pupils will be able to:

- Establish the reasons for using contraception
- To demonstrate the effective use of a condom
- To outline a variety of contraceptive methods

Lesson 6 STI's

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- Understand what STIs are
- Understand what the features, symptoms and treatments of different STIs are
- Know how to protect themselves from getting an STI
- Gain knowledge about some other STI's

Lesson 7 The Abortion Debate

Outcomes – pupils will be able to:

- To understand the choices presented by an unwanted pregnancy.
- To consider the range of issues raised by abortion

Lessons 8 and 9

Outcomes – pupils will be able to:

- Discuss boys and girls differing views on sex and relationships.

Lessons 10 and 11

What being a Parent may entail.

Outcomes – pupils will be able to:

- To consider what makes a good parent.
- To explore how much support a baby needs from its parents or carers.
- To understand how being a parent changes a person's lifestyle
- To consider the impact of being a young parent on friends and family.

Lesson 12 Teenage Relationships, Love and Emotional Blackmail

Outcomes – pupils will be able to:

- Increase their knowledge and understanding about key issues relating to the idea of 'love'
- Consider key ideas relating to sexual relationships amongst young people.
- Understand the notion of 'emotional blackmail.'
- Understand the age of consent.

The course is delivered via a number of methods- teacher led discussions, practical activities, video and external agencies are all used.

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Lesson 13-15 FGM

Outcomes – pupils will be able to:

- explain in simple terms what is meant by FGM
- understand that it is abuse and a crime
 - explain their right and others' right to be safe from FGM
- explain who is committing a crime and how the law protects them and those they care about
 - identify sources of support and how to access support
- describe some of the most common myths concerning FGM and can explain why they are incorrect
- feel confident that they could challenge any myths about FGM that they might hear
- explain why we all have a responsibility to protect others from FGM
- describe actions they can take if they fear someone is at risk of FGM
- describe or demonstrate what they would say and do and who they could tell
- identify organisations who will help to protect those they care about from FGM and they know how to contact these agencies

Lesson 16 Sexting

Outcomes- pupils will be able to:

- Understand how young people in romantic relationships communicate using digital technologies?
- Understand how that may be different to when they are face to face.
- Understand what 'sexting' is and why some young people 'sext'.
- Discuss possible consequences of 'sexting'.
- Discuss whether boys and girls who sext are treated the same way.
- Understand how a person could respond if they were being pressured to send an indecent image of themselves.

This policy has undergone *Equality Impact Assessment* in accordance with the school's Public Sector Equality Duty under the Equality Act, 2010.