

Sex and Relationships Policy

This policy has been written for...	All staff, students, parents and carers at West Heath School
Copies of this policy may be obtained from:	<ul style="list-style-type: none"> • The School web site - http://www.westheathschool.com • It is available as a hard copy on request from the school office • Hard copies for reference are filed in the staff room
This policy links with the following policies	This policy should be read in conjunction with curriculum documentation relating to science and Life Skills (PSE)
Participants and consultees in the formulation of this policy were...	The Principal, Senior Leadership Team, Student Services Committee and Trustees of the School.
Edition, Review frequency and dates	<p>This is edition 3 released June 2019 This policy will be reviewed every 2 years It is due for review June 2021</p> <p>Note: All West Heath Policies are currently being overviewed, this policy, if necessary, will be renewed and replaced September 2021</p>
Relevant statutory guidance, circulars, legislation & other sources of information are...	<ul style="list-style-type: none"> • DfEE 'Sex and Relationship Education Guidance', 2000. • Equality Act 2010 • Sex and Relationships Education in Schools in England House of Commons 2016 • Sex and relationship education guidance DFEE 2000 • National Healthy School Standard, Sex and Relationships Education 2001 • Teenage Pregnancy, Social Inclusion Unit 1999 • Sex and relationship education, healthy lifestyles and financial capability QCA • 2005 Sex Education Forum • Social Exclusion Unit, 1999, <i>Teenage Pregnancy Strategy</i>. Social Exclusion Unit, London. • SRE Framework. SEF Factsheet January 2011 • Curriculum documentation (Schemes of Work) for Life Skills (PSE) and Science
The Lead Member of staff is	Vice Principal, Curriculum
Definitions and key terms used in this policy...	SRE – Sex and Relationships Education

The Rationale and Purpose of this policy	“Sex and relationship education is 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, whilst recognising that there are strong and mutually supportive relationships outside marriage. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. ” DfES 0116/2000
Appendices	This policy has appendices
Copying	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at the West Heath School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.
The Aim of this policy..	<p>To provide all stakeholders with information regarding the purpose of SRE.</p> <p>To inform the design and delivery of SRE.</p> <p>To allow monitoring of SRE.</p> <p>To enable our students to better understand the nature of human relationships such as parenting, dating and marriage.</p> <p>To prepare students for the changes which occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.</p>

Principles and Values

Principles and Values

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- learn the importance of values and individual conscience and moral considerations ensuring that they are better able to develop and identify a healthy relationship that they will value
- understand the consequences of their actions and how to behave responsibly towards their friends and in sexual relationships recognising what is an inappropriate relationship
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- Have a clearer understanding of how to protect themselves and their partners from unwanted pregnancies and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

- inform of the age of legal consent
- acknowledge that some young people do have sexual relationships involving intercourse before that age
- many people do delay sexual relationships until much later despite a media climate which suggests they do not
- many people prefer not to have casual sexual relationships because of risks and prefer to wait until they are in a proper stable relationship - for some this will be marriage for others it will not
- that contraception should be a joint responsibility
- any sexual relationship should be a partnership, in which the rights and feelings of both sides are acknowledged
- that sexual relationships do involve certain emotional and physical risks as well as pleasure.
- that sexual relationships are the responsibility of both parties

The Moral Framework which is the context for SRE is one where we help pupils develop a responsible attitude which acknowledges the rights and responsibilities of themselves and others and encourages an understanding of the need to have a responsible attitude to sexual behaviour. The delivery has to sit in the context of the wider values of the school therefore it should:-

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all young people
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches
- encourage students and teachers to share and respect each other's views. Young people should be allowed the time to sit with a trusted adult and discuss or share any concerns that they have over matters of a sexual nature they are experiencing and where necessary this would be referred to a DSL or medical practitioner to seek further advice and guidance
- generate an atmosphere where questions and discussion on sexual matters can take place without any fear of stigma or embarrassment
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers and other mentors or advisers

We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

What is Sex and Relationships?

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;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

Personal and social skills:-

- learning to manage emotions and relationships in a sensitive and confident manner
- 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; understanding that choices have consequences
- managing conflict
- and learning how to recognise and avoid exploitation and abuse as a whole school approach as well as in the Life Skills lessons.

Knowledge and understanding:-

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- and the avoidance of unplanned pregnancy.

Organisation and content of Sex and Relationships Education

- The sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils of secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.
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- Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS
- Parents have the right to withdraw their children from SRE provided outside National Curriculum Science
- The school will address homophobic bullying and ensure homophobic attitudes do not go unchallenged and we continue to educate the importance of individual rights and freedom of expression. It is also addressed in the whole school ethos allowing for inclusivity and backed up by getting in external workshops to host assemblies during anti-bullying week
- All students follow a Life Skills (PSE) Life Skills (PSE) curriculum and aspects of sex and relationships are covered in this area.

- Sexual Health Nurse from Health Education Solutions Ltd.
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- Sex and Relationships Education supports the following relevant areas in PSHE / Citizenship:
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- Sex education in schools does not lead to earlier or increased sexual activity
- Sex education leads to a delay in the onset of sexual activity or a decrease in overall sexual activity
- Sex education increases the adoption of safer practices by sexually active youth and so helps protection against HIV
- Sex education in schools which involves discussion of attitudes as well as provision of basic biological facts is favoured by parents and is found to be more effective
- Sex education which promotes both postponement and protected sex when sexually active was more effective than those promoting abstinence alone
- Sex education programmes in school are more effective when given before young people become sexually active

Curriculum aims of SRE

It is intended that students will:

- Acquire basic knowledge and understanding of human development
- Adapt to change in self, exploring feelings and attitudes, valuing self and others
- Develop decision-making and protection skills
- Enhance relationship skills
- Consider the opportunities, responsibilities and experiences of adult life
- Are encouraged to have due regard to moral considerations and the value of adult life.

Learning Outcomes of SRE in terms of Social and Emotional Aspects of Learning (Life Skills PSE).

Please see appendices 1

- Life Skills (PSE) forms part of the Personal, Social and Health Education within the National Curriculum. It focuses on the (SEAL) Social and Emotional Aspects of Learning framework and includes: emotional Literacy, Positive Psychology, Mindfulness, elements of Neuro Linguistic Programming and Cognitive Behavioural Therapy.
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- The learning outcomes are differentiated for each learner and refers to the personal, social and emotional development of the learner. As such allowing for progression into the wider society armed with social and emotional skills to help deal with social situations that may be challenging.
- Asking for and offering help
- Identifying and naming emotions
- Being a good friend
- Listening
- Taking responsibility for decisions and actions

- Giving an opinion
- Accessing services – in school and external to school
- Negotiation
- Decision-making
- Forgiving
- Understanding empathy
- KS2 is covered under the Science Curriculum.

By the end of Key Stage 3

Students will have the opportunity to develop an understanding of:

- Changing relationships
- The risk to personal safety in sexual behaviour and be able to make safe decisions
- The need to ask for help and support
- The relationship between their self-esteem and how they see themselves
- Skills of assertiveness in order to resist peer pressure and stereotyping

The complexity of moral, social and cultural issues and be able to form a view of their own

- Good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships;
- Empathy with the core values of family life in all its variety of forms
- The need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- The stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Pupils will have an opportunity to gain understanding:

- That fertilisation in humans is the fusion of a male and a female cell*
- The physical and emotional changes that take place during adolescence*
- About the human reproductive system, including the menstrual cycle and fertilisation*
- How the foetus develops in the uterus*
- How the growth and reproduction of bacteria and replication of viruses can affect health*
- How the media influences understanding and the attitudes towards sexual health
- How good relationships can promote mental well-being
- The law relating to sexual behaviour of young people
- The sources of advice and support

Students will be encouraged to share and discuss:

- The benefits of sexual behaviour within a committed relationship;

- How they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

*Part of the National Curriculum for science.

By the end of Key Stage 4

Students will have the opportunity to develop an understanding of:

- The influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Managing emotions associated with changing relationships with parents and friends
- Seeing both sides of an argument and express and justify a personal opinion
- Having the determination to stand up for their beliefs and values;
- Making informed choices about the pattern of their lifestyle which promotes well-being
- Having the confidence to assert themselves and challenge offending and pressured behaviour by a partner
- Developing qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within a close relationship
- Working cooperatively with a range of people who are different from themselves

Pupils will have an opportunity to gain understanding:

- The ways in which hormonal control occurs, including the effects of the sex hormones and some medical uses of hormones including the control and promotion of fertility*
- The defence mechanisms of the body*
- How sex is determined in humans*
- How HIV and other STI's affect the body
- The link between eating disorders and self-image and sexual identity
- The risks of early sexual activity and the link with the use of alcohol;
- How the different forms of contraception work and where to advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own sexual identity is influenced by both their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access the statutory and voluntary agencies which support relationships in crisis

- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationships including marriage depend for their success on maturity and commitment

Students will be encouraged to share and discuss:

- Their developing senses of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

* Part of the National Curriculum for Science

Health advice:

- The school have a partnership with the NHS sexual health service for children and young people in Kent and Medway. (Kent Community health NHS trust). Students can be referred to this service as needed.

Right of withdrawal for SRE

Some parents prefer to take the responsibility for aspects of this element of education. Parents are given a form to complete on their child's arrival to the school. They have the right to withdraw their children from all or part of SRE (sex and relationship education) except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses. If a child is withdrawn from these lessons teachers are informed so by the admissions team and alternative lessons are provided with support.

From 2020, in England, Relationships and Sex Education will become compulsory in schools.

Confidentiality

Staff cannot offer unconditional confidentiality and must follow the school's Child Protection, Safer Working Practices and Confidentiality Policies.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

the student will be persuaded, wherever possible, to talk to their parents/carer themselves and if necessary to seek medical advice. child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures. the student will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Where child protection procedures are followed, the member of staff will ensure that the student understands that if confidentiality has to be broken, they will be informed first.

Persons with particular responsibilities

Science and Life Skills (PSE) Life Skills (PSE) Heads of Department
Life Skills Teacher
School Nurse

Other Participants & Stakeholders

Students
Parents and carers
All Staff

Monitoring & Evaluation

Vice Principal, Curriculum
Student Services Committee
Trustees
Head of Department for:
Science
Life Skills (PSE)
School Nurse

APPENDIX 1

YEAR 7

Know about some different sorts of relationship.	Communicate the name of a friend, a family member, and any other person with whom a different relationship exists.
	Communicate one feeling about each of these relationships.
	Recognise, from given material, a sexual relationship.
	Recognise, from given material, the difference between appropriate body space in close and in formal relationships.
Know about physical aspects of human reproduction.	Communicate three physical differences between males and females at puberty.
	Recognise that an egg and sperm make a baby.
	Recognise from which part of the body a baby is born.

YEAR 8

Know about some different sorts of relationship	Communicate the name of a friend, a family member and any other person with whom a different relationship exists.
	Communicate two good and two bad features that can exist in relationships.
	Identify, from given material, a sexual relationship.
	Recognise, from given material, the difference between appropriate body space in close and in formal relationships.
Know about physical aspects of human reproduction	Identify and locate three parts of the male and three parts of the female reproductive systems.
	Recognise the main stages of reproduction and birth.
Know about contraception	Communicate how one method of contraception works.
Know how to prevent the transmission of sexually transmitted infections.	Indicate how the transmission of sexually transmitted infections can be prevented.

YEAR 9

Know about some different sorts of relationship.	Indicate how the relationship between a child and a parent/carer changes from birth to adulthood.
	Outline three qualities of good parenting/caring.
	Identify three changes which may take place in a relationship with a partner.
	Recognise, from given material, the difference between appropriate body space in close and in formal relationships.
	State the legal age for sexual intercourse.
Know about physical aspects of human reproduction.	Locate the main parts of both the male and female reproductive systems.
	Outline the main stages of reproduction and birth.
Know about contraception.	Outline briefly the use and effectiveness of three methods of contraception in a healthy relationship.
	Outline the work of an organisation where advice on relationships and contraception can be obtained.
Know about sexually transmitted infections and how to prevent their transmission.	State the symptoms and treatment of three different types of sexually transmitted infection.
	Indicate how the transmission of sexually transmitted infections can be prevented.

YEAR 10

Be able to recognise what constitutes good parenting/caring.	Describe three responsibilities of good parents/carers.
	List three qualities of good parents/carers and explain why each is important.
Understand the importance of relationships.	Outline two factors which can help relationships to thrive and develop.
	Outline two benefits of friendship.
Understand why people get married.	Outline three reasons why people may choose to marry.
Know what may cause relationships to break down.	Identify three causes of breakdowns in relationships.
Know about the work of an organisation that supports relationships in crisis.	Name an organisation that supports relationships in crisis.
	Describe how the organisation carries out its role.
Understand the impact of separation or divorce on family life.	Outline two potential consequences for a family of separation or divorce.
Assess the appropriateness of	Describe the main advantages and disadvantages of different types of contraception.

different kinds of contraception.	
Know how sexually transmitted infections can be prevented.	Identify three sexually transmitted infections.
	List two ways to prevent sexually transmitted infections.
Know where to obtain professional advice on contraception.	List the names and contact details of two organisations from which advice on contraception can be obtained.

YEAR 11

Be able to recognise what constitutes good parenting/caring.	Discuss and evaluate the importance of three responsibilities of good parents/carers.
	Discuss and evaluate the importance of three qualities of good parents/carers.
Understand the importance of relationships.	Describe three factors which can help relationships to thrive and develop.
	Discuss three benefits and three responsibilities of friendship.
Understand why people choose to have sexual relationships and choose to get married.	Discuss three different reasons for having a sexual relationship and three different reasons for delaying a sexual relationship.
	Discuss three reasons why people may choose to marry.
Know what may cause relationships to break down.	Discuss three causes of breakdowns in relationships and suggest ways to prevent this happening.
Know about the work of an organisation that supports relationships in crisis.	Research and describe the work of an organisation that supports relationships in crisis.
Understand the impact of separation or divorce on family life.	Discuss three potential consequences for a family of separation or divorce.
Assess the appropriateness of different kinds of contraception.	Describe and evaluate the main advantages and disadvantages of at least three different contraceptive methods.
Know how sexually transmitted infections can be prevented.	Research and report on the causes, effects, prevention and treatment of three sexually transmitted infections.
Know where to obtain professional advice on contraception.	Research and state the names and contact details of three organisations from which advice on contraception can be obtained.

SIXTH FORM

Our sixth form have a separate Sex and Relationships Policy.