



Budmouth College Sex & Relationship Education Policy 2017/18

(adapted from Dorset County Council Policy)

Governors' Committee responsible:	Curriculum & Student Welfare
Link Senior Leader responsible:	Pete Hudson
Date reviewed:	27 February 2017
Next review date:	March 2018

Working Together, Creating Opportunities

The Policy has been reviewed using the equality impact assessment initial screening record and a positive impact is explicitly intended and very likely.

All *policies* can be found on the College 'R' drive in the Policies folder.
Equality Impact Assessment – initial screening record

1. What area of work is being considered?
 2. Upon whom will this impact?

Sex and Relationships Policy
All students and members of staff

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		X	
Gender		X	
Disability		X	
Religion, Faith or belief		X	
Sexual Orientation		X	
Transgender		X	
Age <small>(N/A to pre-school and school children)</small>		X	
Rurality		X	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups		X	
Gender		X	
Disability		X	
Religion, Faith or belief		X	
Sexual Orientation		X	
Transgender		X	
Age		X	
Rurality			X

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by *Kirsty White*

Signed Date February 2017

Comment by Headteacher:

Date.....

The aim of this policy is to provide a shared approach across the college, enabling young people to benefit from a consistent message and allowing parents to have confidence in the programmes being delivered in college. |

What are the statutory requirements?

- It is compulsory for all maintained schools to teach the biological aspects of sex education covered in National Curriculum Science.
- From January 2012 Ofsted will evaluate the extent to which pupils are able to understand and respond to risk, for example; relationships (including sexual relationships), as part of the 'Behaviour and Safety' element of the new Inspection Framework. In addition the extent to which a school promotes the 'spiritual, social, cultural and moral development' of pupils will form part of the overall judgement on school effectiveness.
- Primary and secondary schools are required to have a policy on sex education.
- Academies must give due regard to the government SRE guidance (2000).
- The Equality Act (2010) stipulates that RSE issues are taught in a way that does not subject pupils to discrimination.
- Schools must ensure the wellbeing of pupils (Children's Act 2004)

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum...Schools should make alternative arrangements in such cases. The DfEE will offer schools a standard pack of information for parents who withdraw their children from sex and relationship education. (Section 405 of the Education Act 1996)

The policy has taken into account findings from Sex and Relationship Guidance DfES 2000, the National Teenage Pregnancy Strategy, National Healthy Schools Programme and Ofsted research (Not good enough: PSHE Education in Schools, May 2013).

And from the recent government BRIEFING PAPER
Number 06103, 16 December 2016
Sex and Relationships Education in Schools (England)

[Briefing paper link](#)

It is interesting to note that there is a close correlation between the overall grade a school receives in their Ofsted inspection and their grade for PSHE. A recent Department for Education (DfE) research report stated that:

‘ Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years’.

Key findings from National Ofsted Report 2013

- Sex and relationships education required improvement in over a third of schools.
- In primary schools too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach secondary school.
- In secondary schools too much emphasis was placed on ‘the mechanics’ of reproduction and too little on relationships, sexuality, the influence of pornography on students’ understanding of healthy sexual relationships, dealing with emotions and staying safe.
- Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help.
- Outside speakers make a valuable contribution by bringing a wide range of expertise and life experiences to the SRE programme.
- Too many teachers lack expertise in teaching sensitive and controversial issues.
- Teacher expectations were low, previous learning was not checked and work was repetitive and unchallenging.

This Consultation Process has involved, via schools in Dorset:

- School representatives from all key stages
- Governors
- Student focus groups
- School nurses
- Public Health

What does evidence tell us about SRE?

- When leadership within a school and a local authority actively supports the delivery of PSHE, the quality of SRE increases.
- Schools in England with good quality SRE programmes have successfully contributed to reducing local rates of under-18 conception and increasing levels of attainment.
- Young people who have a broad programme of SRE, that starts early in schooling, are more likely to delay having sex until they are older, use contraception, and have fewer sexual partners.

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| <ul style="list-style-type: none">• RSE is more effective if home and school work in partnership. |
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Definition of Sex & Relationship Education (SRE)

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 personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and 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 in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.

SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. (Sex and relationships education (SRE) for the 21st century, PSHE Association, 2014)

Principles and Values

SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual (LGBT); those with physical, learning or emotional difficulties; and those with a religious or faith tradition – everyone whatever their background, community or circumstance
- Be provided within a holistic context of emotional and social development across all settings.

- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that the wider community has much to offer

Rationale

The aim of this Budmouth SRE policy is to equip all young people with the relevant knowledge, attitudes and skills to make informed decisions regarding their sexual health and relationships throughout their lifetime. Information about sex alone can never be enough.

The three main elements involve:

Knowledge:

- 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
- the avoidance of unplanned pregnancy and the issues relating to unplanned pregnancy
- learning how the media, the internet and pornography can influence attitudes and behaviour towards sex

Attitudes:

- learning the value family life, and stable and loving relationships;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour;
- learning the value of respect, love and care;

Skills:

- learning to manage relationships confidently and sensitively;
- learning to make choices and considering consequences of choices made
- developing self-respect and empathy for others
- managing conflict
- empowering students with the skills to be able to avoid inappropriate pressures or advances(both as exploited or exploiter)
- to critically reflect and separate fantasy from reality

Aims & objectives:

SRE in **secondary schools** should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within relationships
- Have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV
- Avoid being exploited or exploiting others
- Avoid being pressurised into having unwanted or unprotected sex
- Get confidential sexual health advice, support and, if necessary, treatment
- Know how the law applies to sexual relationships.

Learning Outcomes

The following statements are offered as an illustration of learning outcomes for SRE at each key stage. They give a basis to plan schemes of work so as to develop the knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and reflect on the statutory framework for PSHEE.

SRE is **not** about encouraging sexual experimentation, taking away a child's innocence or over ruling the wishes and rights of parents. SRE can help protect children and young people from sexual exploitation and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.

The order and programme of study for SRE can be found in the following folder:

[R:\Staff Only\Departments \(Subjects\)\Citizenship and PSHE resources](R:\Staff Only\Departments (Subjects)\Citizenship and PSHE resources)

By the end of KS3

Students will be able to

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions

- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise 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.

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell*
- The physical and emotional changes that take place during puberty*
- About the human reproductive system, including the menstrual cycle and fertilisation*
- How the foetus develops in the uterus*
- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people
- Where to go for help and advice such as the Genito Urinary (GUM) clinic.
- What FGM is and how they can get help and advice in relation to it.
- The legal status of Youth produced sexual imagery and associated risks (Sexting)

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- How their self image affects their self confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in a relationship

By the end of Key Stage 4

Students will be able to;

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves.

Students will know and understand:

- The way in which hormone control occurs, including the effects of sex hormones,* some medical uses of hormones, including the control and promotion of fertility*
- How sex is determined in humans* How HIV and other sexually transmitted infections affect the body Self image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- Options in pregnancy and the choices they have in the event of an unplanned pregnancy, including where they can go for help and advice.
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access 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 raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

Students will have considered:

- Their developing sense of sexual identity and how to 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 negative influence of the porn industry and how it creates unrealistic expectations within sexual relationships.

- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both The impact of having children on their lives and the lives of others

School Context and staff responsibilities

Safeguarding and confidentiality

Teachers and other adults working at Budmouth should be absolutely clear about the boundaries of their legal and professional roles and responsibilities if disclosures are made. (Refer to R:\Staff Only\Policies and Guidance\Safeguarding Policies and Guidance\Safeguarding Policy Sept 2015 Child Protection (Statutory).doc). Teachers and other adults in schools should not offer or guarantee absolute confidentiality, as stated in the Safeguarding Policy.

The Role of Stakeholders

- To acknowledge and compliment the role of parents/guardians as sex educators and to work with them
- To fulfil our statutory requirement to produce this policy and make it available
- Keep parents informed through information evenings, drop-ins, workshops and publication of this policy on the website.

Curriculum Organisation

The College will ensure that the provision of the Equality Act 2010 is met so that issues are taught in a way that does not subject students to any form of discrimination. The school will ensure that students are taught in age appropriate groups giving consideration to the needs of students regarding:-

Gender

Religious and cultural background

Education needs

Disability

Budmouth Citizenship and PSHE department to provide staff training INSET and support to ensure a range of teaching strategies specific to the needs of the students within their school.

The views of the students should be considered and respected when planning the programme.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and in appropriate in a whole class setting. When delivering SRE it should be common practice that:

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in

front of the whole class. In cases of concern over sexual abuse, the child protection procedures should be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful.

However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet. SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice.

Monitoring, evaluation and review

Budmouth should implement systems which track pupil progress and assess knowledge, learning and understanding in SRE. Lessons should be monitored to assess the quality of learning, identify deficiencies in training and resources and identify outstanding practice.

The health and social context of the local community and of individuals in the college should be well analysed to ensure that the programme meets pupils' needs.

Regular and informed pupil, teacher, and parent and carer evaluations should be used to review and improve provision.

The Subject leader and team should use these characteristics to evaluate the quality of SRE at Budmouth:

- Can students' describe what they have learnt with maturity and enthusiasm?
- Do the activities meet the needs of different groups and individuals?
- Do teachers have excellent subject knowledge and skills
- Are teachers skilful in teaching sensitive and controversial issues?
- Is learning regularly assessed with staff having the same expectations as other in other subjects?
- Is the curriculum innovative and creative with a balance of discrete lessons, cross-curricular themes, assemblies, development days and external speakers?
- Is the curriculum regularly reviewed and revised?
- Does the subject have a high status that is central to the vision and ethos of the college?