



respect resilience responsibility

Sex & Relationship Education Policy

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Woodlands Statement of Policy on

Sex Education

1. Introduction

The aim of this policy is to clearly communicate to staff, parents, visitors and students the manner in which sex education will be delivered in this college. Our sex education programme aims to provide knowledge, and encourage the acquisition of skills, attitudes and values which will allow students to manage their lives in a responsible and healthy way. Our sex education programme is underpinned by Woodlands core values 'respect, responsibility and resilience'.

We believe sex education should:

- be an integral part of the learning process, beginning in childhood and continuing into adult life
- be for all children, young people and adults, including those with physical, learning or emotional difficulties
- encourage the exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communications and decision-making skills
- foster self-esteem, self-awareness and a sense of moral responsibility and the skills to avoid and resist unwanted sexual experience.

2. 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 this right are asked to contact Nicola Iverson (Deputy Head Teacher) but are under no obligation to do so. Once a child has been withdrawn they cannot take part in later sex education without parental approval.

3. Aims of the Policy

Woodlands Community College believes that sex education is an educational entitlement of all students and an integral part of each student's emergence into adulthood.

We aim:

- to increase students' knowledge and understanding to counteract myths and mis-information
- to provide opportunities for students to learn and practise skills which will enable them to make informed decisions and resist pressures
- to help students to identify and assess risks with regard to health and personal safety
- to encourage personal responsibility in all forms of behaviour
- to develop students self –esteem and self-confidence
- to encourage respect and consideration for others
- to help students to manage change and become independent
- to recognise the value of stable family life and the responsibilities of parenthood
- to provide support and information for young people and their parents

4. Content

a) Knowledge and Information

By the end of their time in the college, students will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships

- work co-operatively with a range of people who are different from themselves.

Students will also understand:

- the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections
- the demographic trends in relation to STIs, eg Chlamydia.
- how the different forms of contraception work, to inform future choices
- what is meant by safe sex and safer sex
- the way in which hormonal control occurs, including the effects of the sex hormones*
- 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 sexually transmitted infections 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 get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own 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 relationship including marriage depend on maturity and commitment for their success.

(* denotes taught in Science Curriculum)

By the end of their time in the college, students will have considered:

- their developing sense 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 consequences of early sexual activity
- the advantages and disadvantages of different forms of contraception in terms of personal preference and social implications
- personal preference and social implications
- the individual implications made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequence of close relationships including having children and how this will create family ties which impact on their lives and those of others

b) Values and Beliefs

As well as knowledge and information students will be encouraged to consider the importance of the following values:

- respecting and valuing themselves and others,
- showing understanding and sensitivity towards the needs and views of others,
- developing a sense of responsibility for their own actions,
- developing a sense of responsibility towards the school, their family and the wider community.

c) Skills and Abilities

Students will be helped to develop the following skills:

Team Worker
Effective Participator
Independent Enquirer
Creative Thinker
Self-Manager
Reflective Learner

- communication skills including the making and keeping of relationships
- assertiveness skills
- developing the ability to assess risks
- decision-making skills
- developing the ability to access and make good use of sources of help
- recognising and using opportunities to develop a healthy lifestyle

Detailed information can be found in schemes of work.

5. Organisation

- a) SRE is overseen by the PSHE Tutor Programme Lead
- b) Delivery is through planned aspects within the Science curriculum and 2 weekly 30 minute tutor time sessions in years 7-10 and 1 weekly 30 minute

tutor time session in year 11. This is delivered by the tutor with input from external agencies.

c) Student Groupings

Students will normally be taught in mixed ability and gender groups.

d) Resources

A wide range of teaching resources will be used and are available to parents for inspection on request.

Outside agencies will deliver parts of the SRE lessons. These agencies are listed on the school's website for the perusal of parents.

6. Specific Issues

The following issues may arise throughout a student's education at Woodlands. Staff, parents and students need to understand the school's procedures.

a) Confidentiality and advice

- Teachers are not allowed to give one to one sex and relationship advice
- Teachers are not allowed to give confidentiality over child protection issues
- Visiting speakers will abide by the above
- No Limits are able to give confidential advice around sex and relationships but have a duty of care to report any safeguarding concerns.

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

Disclosure or suspicion of possible abuse – the school's safeguarding procedures will be invoked (see policy).

Disclosure of pregnancy or advice on contraception – it is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in school and that they will be supported.

1. The DSL must be informed of the pregnancy immediately.
2. Professional information and guidance will always be sought from a health professional.

3. The college will always encourage students to talk with their parents/carers first:
4. Students should be asked whether they can tell their parent(s) or carer(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s) or carer(s). Staff should check that this has taken place.
5. If students refuse to tell their parent(s) or carer(s) DSLs will consult with relevant health professionals and other staff, eg Year Leader or Assistant Year Leader about informing the parent(s) or carer(s).

(b) Family Life

The value of family life and the importance of developing stable loving relationships will be emphasised throughout the sex education programme. Students will be encouraged to consider the qualities and relationships between groups of people, with an emphasis on stability, respect, and caring and supportive behaviour.

(c) As part of the sex education programme issues of contraception, HIV/AIDS, sexuality and abortion will be addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the agreed framework set out within this Policy.

(d) Complaints Procedures

Any complaints about the sex education programme should be made to the Head Teacher who will report it to the Governors.

7. Monitoring and review

(a) Sex Education will be monitored by the Governing Body, SLT, the PSHE Tutor Programme Lead and the Head of Science with guidance from the PSHE Teacher Advisor. Systems will be set up to encourage the active participation of staff, students, parents and outside agencies in this process.

(b) The policy will be reviewed in the Summer Term on an annual cycle unless recommendations or changes to the law require otherwise. The next review date is Summer 2019.

8. Dissemination of the policy

A summary of the Policy will be available in the school prospectus. The full Policy will be available on request to parents and other interested parties through the Head Teacher.

Arrangements will be made to inform and update governors, staff and visitors working within relevant curriculum areas, of the content of this Policy. Emphasis will be placed on the values framework and the procedures to be followed when action is necessary. This will

include INSET (including Child Protection induction for new staff), updates in staff briefing sessions, memos.

9. Letter to parents

Monday 10th September 2018

Dear Parent/Carer,

At Woodlands we place great importance on not just your child's academic progress but on how they develop socially and emotionally.

To fully prepare our students for a life beyond Woodlands, all of our students receive two 30 minute PSHE sessions per week during tutor time. These sessions are delivered in the main by their tutors however; there are a number of external agencies that support the delivery. These sessions have been carefully designed to ensure that your child receives the highest standard of teaching and learning along with a range of engaging and age appropriate resources.

Across the year, elements of the following topics will be taught in each year group.

- Sex and Relationship Education
- Addiction
- Healthy Minds
- Careers
- Financial Capability
- Citizenship

If you would like more information on what your child will be learning in the PSHE Tutor Sessions, please consult the Curriculum Booklet for the relevant year group. These can all be found on our school website.

Parents and carers are reminded that they have the right to withdraw their child from any aspect of the Sex Education programme which is not part of the Statutory National Curriculum provision.

If you wish to discuss any issues about these Tutor PSHE sessions please do not hesitate to contact me.

Yours sincerely,

Mrs K Barratt

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