

Grobby Community College

Achieving Excellence Together



SEX & RELATIONSHIP EDUCATION POLICY 2013-15

Reviewed: Viv Evans, Assistant Principal, Student Wellbeing October 2013
Agreed: Student Wellbeing Committee November 2013
Next review: Autumn 2015

Signed:..... (Chair of SWB Committee) Date:.....

As a caring community we believe that sex education is an essential part of a young person's development. They need to understand the nature of sexuality, relationships and how we reproduce. It is an important part of our work to provide sex education, in its widest sense, by offering young people the opportunities to look at sensitive issues, explore their own feelings and listen to the opinions of others to enable them to make their own decisions about sex and sexual behaviour with due regard to the law and moral considerations. We do not advocate any particular lifestyles or forms of family relationships.

Values

If we are to develop the attitudes and values which enable young people to be, in particular, caring and responsible, a sex education programme which looks at the sensitive issues involved is an essential aspect of a young person's education.

We will work within a framework that values:

- Respect for self
- Respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding in sexual relationships
- Diversity in sexuality, culture and religion

Aims

Through the actual teaching of physical aspects of sexual development, reproduction, sexually transmitted diseases and contraception, the curriculum in Science, Life Skills and Health and Social Care aims to increase students' understanding of sex education. Equally, in its work and relationships with students the College aims to promote an appreciation of the quality of relationships in family life and the need for personal responsibility as it affects the individual and the community at large.

Objectives: The following objectives will form the basis for implementing Groby Community College's Policy for Sex Education:-

1. To create a climate in which issues related to sexual behaviour can be discussed rationally and without embarrassment.
2. To help students develop a sensitive understanding of relationships.
3. To encourage students to show respect for the feelings and views of others.
4. To encourage self restraint, dignity and respect for themselves.
5. To give students factual information in order to avoid the dangers of misunderstanding that can prevail within a peer group.
6. To develop and practise the skills needed to take responsible, informed decisions and implement them in a variety of social situations.
7. To encourage acceptance of the responsibility for one's own behaviour and to appreciate the risks and implications for every one concerned.

Implementation

Sex education will be taught formally through Life Skills, a core element of the Key Stage 4 curriculum, and informally through the relationships of teachers and students in their care. The college nurse is also available to discuss any aspect of sexual health with individual students.

Sex education is taught in Year 10. Topics are dealt with by staff in a sensitive manner. The guidelines laid down by the 1986 Education Act with respect to Sex Education form the basis for this area of work but this has been updated to include more topical issues like the impact of pornography on young people and attitudes to different sexualities. Students are encouraged to discuss topics in the programme in a frank and open manner. Emphasis is placed upon providing full facts within a context of loving and caring relationships so that students can make more informed choices. Lesson content includes; Reproductive organs & Body Image/Pornography, Relationships & Gender issues and STI's including HIV/AIDS, Contraception, There is also coverage through assemblies on Sexual Health and another looking at Homophobia and sexism.

ii) **Sex Education in Science**

Aspects of sex education are taught within the science curriculum throughout Years 10 and 11, starting with sexual reproduction in plants.

Throughout the course handouts, posters, videos and visual aids are used in a meaningful and sensitive manner ensuring that the students have firm knowledge and understanding of this essential part of the course.

Through our work with young people we aim to provide advice, guidance and support in the following aspects of sex education:-

- Sexual Health e.g. risk factors, HIV/AIDS, family planning etc.
- Body Knowledge
- Human Growth and Development
- Parenting families
- Relationships
- Sexuality, Sexual Identity and Self Esteem
- Personal and Social Skills
- Child Protection and Safety.

Through our work we will always encourage young people to understand the full emotional, physical and moral implications and risks of different kinds of behaviour.

Monitoring and Evaluation

We are committed to monitoring and evaluating the effectiveness of our Sex & Relationship Education programme.

This is achieved by

- student feedback
- staff review and feedback
- parental feedback

Parental Rights

The Governors endorse the Government's view that the prime responsibility for bringing up children rests with the parents and that teaching on Sex & Relationship Education should therefore be complimentary to and supportive of their role; and it should have regard to their views about its content and presentation.

All resources and materials used as part of the Sex & Relationship Education programmes described above are available for parents to look at. If parents wish to comment on these resources or any aspect of the programme they are welcome to contact in the first instance the Principal at the College. Parents may withdraw their child from all or part of Sex & Relationship Education - except that which is included in the National Curriculum. A reason does not have to be given for withdrawal, although parents may wish to do so. The Tutor and Curriculum Leader should be informed in cases where parents do wish to withdraw their child and alternative arrangements will be made by the College. Students over the age of 16 and under 18 who wish to challenge their parents' decision would ultimately have to apply to the courts.

Dealing with individual queries from students

If, in the course of Sex & Relationship Education, a student raises an explicit concern which is not appropriate for the whole class, the teacher should normally discuss this first with the student's parents. In exceptional circumstances it may be appropriate to speak to the young person before consulting their parents to clarify the basis for concern. In these circumstances the teacher is advised to be accompanied by another member of staff.

A teacher's pastoral concerns should never trespass on parental rights and responsibilities as a general rule; teachers should not give contraceptive advice to an individual student under the age of sixteen. A student requesting advice on any aspect of sexual behaviour, should be encouraged to discuss the matter with his/her parents and if appropriate a relevant health professional.

A teacher who believes that a student's conduct might entail moral or physical risk, or be in breach of the law, must ensure that she/he is aware of the implications. The lead for child protection should be informed, who will also counsel the student in accordance with child protection procedure and - if she/he is underage - arrange for the parents to be informed (preferably by the student) if appropriate. Where the special support services or the LA should be involved will depend upon the particular circumstances and the professional judgement of the staff.

In accordance with DCSF Sex & Relationship guidance we will ensure that all staff, students and parents are aware of our policy on confidentiality. In lessons teachers will ensure that students are informed of the limits of confidentiality that may be offered to students and establish ground rules. Students have access to a range of possibilities for personal advice.

Related policies

- Child protection
- Inclusion
- Teaching & Learning