

## **SEX AND RELATIONSHIP EDUCATION POLICY**

*Last Reviewed/Updated: 15.10.2016*

*Next Review/Update: 15.10.2017*

### *1. An Introduction to SRE*

SRE is life-long learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

#### *1.1 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.

#### *1.2 Personal and social skills*

- Learning to manage emotions and relationships confidently and sensitively;
- 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;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

#### *1.3 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.

## *2. Aims of SRE*

It is the aims of Regent Independent College to deal with sex education sensibly and sensitively at each key stage, within a supportive framework which will allow student to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary. All questions will be answered honestly and openly. The underlying philosophy of this policy is to develop self-respect in young people enabling them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities within relationships and towards others. The college will work proactively to eliminate racism, homophobia teasing, bullying and aggressive behaviours. We recognise and will support tolerance and understanding of differences between people arising from a number of factors, including cultural, ethnic, racial and religious diversity, family type, gender and disability.

## *3. Skills and Understanding*

We aim to deliver a programme of study which will provide knowledge and encourage the acquisition of skills and attitudes which will allow students to:

1. Understand the biological development, the functions of the human body and aspects of reproduction.
2. Recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
3. Understand the responsibilities and roles in family life
4. Understand that some organisms, including HIV, can be transmitted in many ways, in some cases sexually
5. Examine their own attitudes to their physical and emotional development and those of others
6. Develop assertiveness and decision-making skills
7. Understand aspects of legislation relating to sexual behaviour
8. Learn about contraception and the reasons for having protected sex
9. Access confidential sexual health advice, support and, if necessary, treatment

## *4. Organisation and Content of SRE*

Regent Independent College delivers Sex and Relationship Education through PHSE programme, activities days and Science lessons at KS4.

The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question

would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

#### *4.1 Content*

The following content will be applied

##### *4.1.1 Knowledge and Information*

#### **Year 10 and 11: (pre16 GCSE)**

Birth processes, abortion, genetic inheritance, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, methods of contraception, sexual health and stereotyping, sexual attitudes within cultures and faiths, family life and relationships, resolving family conflict, marriage and divorce, same-sex relationships.

##### *4.1.2 Values and Beliefs*

As well as knowledge and information, students will be encouraged to consider the importance of the following values, which are derived from the College's aims.

- Respect and valuing of themselves and others
- Understanding and sensitivity towards the needs and views of others
- Responsibility for their own actions
- Responsibility to the College, their family and the wider community

##### *4.1.3 Skills and Attitudes*

Students will be helped to develop the following skills:

- Recognising and using opportunities to develop a healthy lifestyle
- Communication, including the making and keeping of relationships
- Assertiveness
- Decision-making
- Risk assessment
- Managing relationships
- Conflict resolution
- Seeking help

#### *5. Teaching Approaches*

A variety of teaching and learning styles is used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Students are taught in mixed-ability and mixed gender groups.

#### *6. Parental Partnership*

Under the Education Act of 1993, parents have the right to withdraw their children from all or part of the PHSE sex education programme. Parents wishing to exercise this right are asked to make an appointment to meet with the Co-Principal(s) to discuss the issues

(though they are under no obligation to do so). Once a student has been withdrawn, they cannot take part in later sex education without parental approval.

### *7. Confidentiality*

The College will work within the guidelines set out by the DfE's Child Protection Circular 10/95 – "Protecting Children from Abuse: The Role of the Education Service", working with the designated teacher for Child Protection issues.

- It is only in the most exceptional circumstances that the college could be in the position of having to handle information without parental knowledge.
- We will reassure students that their best interests will be maintained, encouraging them to talk to their parents or carers and giving them support to do so.
- We will ensure that students know that teachers cannot offer unconditional confidentiality.
- We will assure students that, if confidentiality has to be broken, then they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the College's Child Protection Policy will be followed.
- We will ensure that students are informed of sources of confidential help, e.g. Counsellor, 'No Worries' Health Clinic, Professionals, GP.

### *8. Attitudes and Values to specific issues*

The needs of all students need to be met in SRE programmes. We will ensure the following topics are discussed in lessons:

- Religious and cultural beliefs
- Reasons and strategies for delaying sexual activity
- Contraception
- Termination of pregnancy
- Safer sex, HIV and sexually transmitted infections (STIs)
- Sexual identity and sexual orientation

### *9. Inclusion*

#### *9.1 Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

#### Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *9.2 Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

### *10. Use of Outside Visitors*

Delivery of SRE is not the sole responsibility of the College.

- The College will work effectively in partnership with parents, health professionals and others in the wider community to enhance the provision.
- Visiting experts to the College have a discrete role and responsibility for providing SRE both informally and formally. Visitors may be used to complement but never substitute or replace planned provision.

### *Review*

The Sex Education Policy and its implementation will be reviewed regularly by a combination of consultation with teaching staff and students.

**Appendix A**

SEX AND RELATIONSHIPS EDUCATION PROGRAMME DELIVERED IN PHSE AND SCIENCE

	PHSE	SCIENCE
Year 10	<ul style="list-style-type: none"> <li>• The nature of bullying</li> <li>• Anti-bullying strategies</li> </ul>	<p>Physical and emotional changes that take place during adolescence</p> <p>The human reproductive system, including the menstrual cycle and fertilisation</p> <p>Development of the foetus and birth</p>
	<ul style="list-style-type: none"> <li>• HIV/AIDS – why it is a major health concern both in the UK and globally</li> <li>• What HIV/AIDS is</li> <li>• How HIV/AIDS is transmitted</li> <li>• Prevention (including safer sex, use of condoms)</li> <li>• Introduction to No Worries clinic</li> <li>• The law regarding sexual behaviour</li> </ul>	<p>Genetic information being passed on in humans, animals and plants: Variation and cloning.</p>
	<ul style="list-style-type: none"> <li>• Teenage Pregnancy</li> <li>• Birth Control</li> <li>• Parenting skills and qualities</li> <li>• Body image and self-esteem</li> <li>• Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them</li> <li>• Christian and other religious attitudes to sex outside marriage and the reasons for them</li> <li>• Comparative religious attitudes to divorce and the reasons for them</li> <li>• Comparative religious teachings on family life and its importance</li> <li>• Comparative religious attitudes to homosexuality and the reasons for them</li> <li>• Comparative religious attitudes to contraception and the reasons for them</li> <li>• Different options in a relationship – including advantages of</li> </ul>	<p>Healthy Living Topic</p> <p>How bacteria and viruses can affect health</p> <p>The enhancement of the body's natural defences by immunisation, medicines. Genes and inheritance including diseases such as cystic fibrosis.</p>

	delaying sexual activity	
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Year 11	<ul style="list-style-type: none"> <li>• Needs of boys and girls in relationships</li> <li>• Appropriate/Inappropriate behaviour in a relationship</li> <li>• Different options in a relationship – including advantages of delaying sexual activity</li> <li>• Assertiveness - how to avoid being pressurised into sex</li> <li>• Sexually transmitted infections – most common types, prevention, consequences and treatment of each</li> <li>• Different types of contraception, advantages and disadvantages of each</li> <li>• Proper use of a condom</li> <li>• Personalised learning – ICT research into issues of concern</li> <li>• Where to seek further help/advice –</li> <li>•</li> <li>• The nature of abortion, including current British legislation, and why abortion is a controversial issue</li> <li>• Comparative religious attitudes to abortion</li> <li>• Stereotyping, prejudice and discrimination</li> <li>• Changing rights of women in the UK, including legal benchmarks, and the impact this has had on the roles of women in the family and society</li> </ul>	<p>Defence mechanisms of the body</p> <p>The effects of drugs on body functions, revised and extended</p> <p>Egg and Sperm in detail, fertilisation and cloning.</p>
		<p>Revision of fertilisation and reproduction including the effects of sex hormones.</p> <p>Variations, inheritance and evolution</p>