



Sex and Relationships Policy

This policy was approved and ratified by the People & External Relations
Committee of

Cox Green School

on 7 June 2016

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	3/12/14	3/12/14	July 15
1.2	Full Governing Body	7/7/15	1/9/15	July 16
1.3	People & External Relations Committee	7/6/16	7/6/16	June 2019



Introduction

In May 2013, Ofsted published a report on PSHE in primary and secondary schools in England, *Not yet good enough*.¹⁷ The report raised concerns about the teaching of SRE:

Sex and relationships education required improvement in over a third of schools. In secondary schools it was because 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.

This policy covers our school’s approach to the delivery of sex and relationships education to all students SRE.

In delivering sex education, schools are currently required to have regard to the *Sex and Relationship Education Guidance*, published in 2000.¹

Parents can access the policy under the policies section of the Cox Green School Website and through the published curriculum plans.

Cox Green School believes that Sex Education is an educational entitlement of students and an integral part of each student’s emergence into adulthood.

Under the Education Act 2002 and the Academy Act 2010 all schools must provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral cultural and physical development of students at the school and of society and
- prepares students at the school for the opportunities , responsibilities and experiences of later life.

SRE is set within a wider legislative context. The 2006 education and Inspections Act laid a duty on Governing Bodies to “promote the well-being of students at the school.” An equivalent has been placed on new academies through their funding agreements.

SRE relates to physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, including marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Diversity and Inclusion

Britain is one of the most ethnically diverse countries in the world. There may be students from a wide range of ethnic backgrounds in each class representing a wide variety of cultures and faiths. Some of these may hold views, perhaps strong views, about sexual behaviour.

The school will ensure that all students will have access to the learning they need to stay healthy, safe and to understand their rights as individuals in modern Britain.

There should be clear, impartial scientific information on matters such as abortion, as well as covering aspects of the law on subjects such as forced marriage, the age of consent, saving and distribution of images, and female genital mutilation. It should also cover the concept of legislation relating to equality.



It is important that SRE caters for all students and is respectful of how students may choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identify may be “emerging”. This means that sex and relationships education must be sensitive to the different needs of individual students and may need to adapt and evolve over time.

It has three main elements:

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.
- showing respect for the views, attitudes and choices of others with regard to sexuality

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.

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.

AIMS OF SEX EDUCATION

It is the school’s aim to deal with Sex Education sensibly and sensitively at each Key Stage, within a supportive framework which will allow students to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary. For example it is important that teaching materials are appropriate, taking due regard to the age and cultural backgrounds of the students. It is equally important that staff feel supported in the delivery of S.R.E

Appropriate questions from students will be answered honestly and openly and without judgement. 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.



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.

Confidentiality

The school will work within the guidelines set out by:

- Working Together to Safeguard Children, 2015;
- What to do if you are worried a child is being abused, 2015;
- Safeguarding Children and Safer recruitment in Education, DCSF, 2006;
- Berkshire Local Safeguarding Children Boards – Child Protection Procedures;
- Keeping Children Safe in Education 2016;
- Information Sharing, 2015.

The DfE's Child Protection Circular 10/95 – "Protecting Children from Abuse: The Role of the Education Service", working with the Designated Safeguarding Officer clearly states:

- It is only in the most exceptional circumstances that the school 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 school'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.
- Any 'visitor' to the classroom is bound by the school's policy on confidentiality, regardless of whether they or their organisation has a different policy. It is therefore important to make sure visitors are aware of this and to ensure that there are appropriate opportunities for pupils to access confidential support after the lesson if this is needed. The school should ensure that pupils know where to get help on personal concerns such as abuse and sexual health both inside and outside the school.

Attitudes and values to specific issues

The needs of 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
- Exploitation and the mis-use of communications technology

Supporting students and parents through a high quality SRE programme

SRE can be a “sensitive” element of the PSHE programme and parents can request information on how it is to be taught.

Parents still have a legal right to withdraw their children from all or any part of any SRE provided, with the exception of the biological elements necessary under national curriculum science. The school will consider how best to support parents who might exercise this right by offering material to enable them to undertake this learning at home.

Students should be respectful of personal space with each other and not overly affectionate with the public domain of the school site.

Use of outside visitors

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

- The school will work effectively in partnership with parents, health professionals and others in the wider community to enhance the provision.
- Visiting experts to the school 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.
- Any ‘visitor’ to the classroom is bound by the school’s policy on confidentiality, regardless of whether they or their organisation has a different policy. It is therefore important to make sure visitors are aware of this

Monitoring and Evaluation

The school will monitor and evaluate this policy every year. Teachers and students will be asked to self-evaluate through the use of questionnaires and interviews.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion and no judgements will be made based on questions or comments
- Students will be reminded of legal issues as and when appropriate, for example the legal age of consent in the U.K
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students



- Where a teacher feels unqualified or anxious about the delivery of sensitive material, support should be offered.
- Students should have the right to ask questions in a form that preserves their anonymity

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via Deputy Head (Pastoral).

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about student safety, it will not be answered in front of the whole class. The member of staff will discuss their concerns with a member of the SAFE team or the Designated Officer, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will 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 wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Topics covered at KS3

- Physical and emotional changes at adolescence.
- Sexual body parts.
- Changing nature of relationships.
- Responsibility in relationships.
- Choice and consequences.
- Challenging stereotypes.
- The importance of a loving and stable relationship.
- Resisting unwanted pressure.
- Media representation of sexual matters relating to young people.
- The law regarding sexual issues.
- Sexual health matters.
- The influence of the media.
- Bullying.
- Global issues i.e. HIV, orphans, prostitution.
- Sexually Transmitted Infections including HIV/AIDS.
- Contraception.
- Sexting
- Child sexual exploitation
- Grooming
- FGM

Topics covered at Key Stage 4

- Sexually Transmitted Infections including HIV/AIDS.
- Contraception.
- Emergency contraception.
- Parenting.
- Abortion.



- Genetic engineering.
- Pressure on young people to choose a sexual identity.
- The law relating to sexual crimes.
- Sexual crimes.
- Sexual abuse.
- Pornography.
- Adoption and fostering.
- Sexual stereotyping.
- Employment law and sexual harassment.
- Rights and responsibilities in sexual matters.
- Marriage and co-habitation.
- Related Human Rights issues.
- Global issues i.e. HIV, orphans, prostitution.
- Drug issues related to sex and relationships education.
- Female Genital Mutilation
- Sexual identity and orientation
- Sexting
- Child sexual exploitation
- Grooming
- FGM

Communication of policy

This policy is communicated through reference to all staff through annual Safeguarding training and is published on the staff intranet Sharepoint and on the school website.

Evidence of implementation

Completion of Safeguarding training is logged by the school. This information is also shared with the People and External Relations committee.

Review of policy

This policy shall be reviewed every 3 years by the People & External Relations Committee.