

## SEX AND RELATIONSHIPS EDUCATION POLICY

### Description of the School

Diss High School is located on the north eastern edge of the town. It is an 11-18 new style academy with some eight feeder schools from Diss and surrounding villages.

### Position Statement

Sex and relationships education (SRE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. It can make a significant contribution to the development of the personal skills needed by people if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The importance of sexual relationships in all our lives is such that sex education is a crucial part of preparing children for their lives now and in the future as adults and parents. All students have an entitlement to sex education which should encourage them to respect themselves and others. Sex education should be delivered in such a way that it will be in the context of family life education.

The 1996 Education Act states that all schools are required to provide an SRE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order.

### Policy Aims

1. To promote an acceptable climate of discussion between men and women, girls and boys, children and parents, so that sex education in its widest sense can begin where it should, at an early age and in the home.
2. To input a thorough understanding of the human life cycle.
3. To remove ignorance and fear of sexual matters by providing the necessary information.
4. To promote a considerate way of life, particularly in sexual matters which have great potential for causing human happiness or misery.
5. To help each individual to accept, improve or adjust his/her potential as a human being as well as a sexual person, rather than conforming to norms imposed by others, in so far as this is compatible with a considerate life style.
6. To enable individuals to make responsible decisions about their own personal lives, whilst realising that many choices in this field are irrational.

### Curriculum Provision

1. **PSHE** – The main input which is not primarily concerned with biological aspects will be delivered in **Personal, Social and Health Education lessons** by specially trained members of staff.
2. **Liaison** – Diss High School liaises with feeder Primary Schools and will build upon previous experience.
3. **Personal Wellbeing: Sex and Relationships Education** – Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.

### Three main elements:

#### Key Concepts:

- **Personal Identities:** Understanding the factors that contribute to personal identities is essential if students are to accept and value themselves and develop confidence and self-esteem. Having a positive sense of personal identity helps students feel confident about roles and responsibilities and about making a positive contribution to society.
- **Healthy Lifestyle:** Recognising that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices. Dealing with growth and change as normal parts of growing up.
- **Risk:** Understanding that individuals need to manage risk to themselves and others. Developing the confidence to try new ideas and face challenges safely, individually and in groups.
- **Relationships:** Understanding that relationships affect everything we do in our lives. Understanding that relationship skills have to be learnt and practised.

#### Personal and Social Skills:

- Critical reflection
- Decision-making and managing risk
- Developing relationships and working with others

### Range and Content

#### KS3: Sexual activity:

Physical and emotional change and puberty. Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high risk behaviours affect the health and wellbeing of individuals, families and communities.

#### Relationships:

The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.

Different types of relationships, including those within families and between older and young people of the same sex, including civil partnerships.

The nature and importance of marriage and of stable relationships for family life and bringing up children.

The roles and responsibilities of parents, carers and children in families.

#### KS4:

The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and the short and long-term consequences for the health and mental and emotional well-being of individuals, families and communities.

Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations and how to find sources of emergency help.

Characteristics of positive relationships and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.

The roles and responsibilities of parents, carers, children and other family members. Parenting skills and qualities and their central importance to family life.

#### 4. Science

##### Key Stage 3

- Human fertilisation
- Physical and emotional changes during adolescence
- Human reproductive system including the menstrual cycle
- Development of the foetus
- How the growth and reproduction of bacteria and the replication of viruses can affect health

##### Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormones.
- Medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

#### 5. Teaching and Learning Styles

It is essential that a range of teaching and learning styles is used from formal whole group situations to small group (fours/pairs) right through to individual study. This should provide a range of opportunities for discussion, information dissemination and most importantly individual enquiry. Similarly tasks and resources should be as varied as possible to ensure interest and enjoyment and equal access to information for all. Tasks will be differentiated to allow all students to succeed at their own level.

The teaching context should always be considered carefully with a view to creating a relaxed pleasant environment for lessons to take place. The organisation of the PSHE room will include a formal classroom layout, but a more information style will be possible. Allowance should be made within the teaching context for **genuine** confidentiality e.g. it would be inappropriate to use a social area for teaching if interruptions from other students were necessary to access other classrooms.

A factor in all lessons should be the right of a student to 'pass' when he/she feels unable to express a view. In addition, it is important to provide opportunities for questions on which students require further information either to be asked or to be recorded **without name**; these should be answered in a whole group context on a subsequent occasion.

##### **Drama**

This is an excellent vehicle for allowing students to explore and discuss issues. This may range from role play in class to whole year drama presentations.

These are always taken up when on offer. It is vital to allow both time for reflection and debriefing after group drama presentations.

#### 6. Resources

##### **Leaflets and Information**

Leaflets and pamphlets are used to provide very up to date information. It is policy to ensure every student receives each one. Absent students are given the information upon return. Those students who join outside the main cohort also receive leaflets retrospectively.

In principle, boys and girls should receive all leaflets, even if they are targeted for teaching in boy/girl segregated groups. However, some leaflets may only be appropriate to one sex e.g. testicular self-examination.

### **Additional Sources of Information**

All students are taught to access a Health Education Database. This allows them individually to find information on a range of health issues, including S.T.Is and contraception.

### **Confidentiality**

The Sex Education Programme does not aim to provide individual advice to students. Teachers are not health professionals and are not qualified to give advice to individuals. In general, teachers should not promise the students confidentiality. Nevertheless, if required, support will be given by pastoral staff (the tutor or the Head of Year), the Headteacher or the school nurse.

### **Child Protection**

The school has a separate Child Protection Policy. Effective SRE may bring about disclosure of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Disclosures**

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity, the school will ensure that:

- The young person is persuaded to talk to their parent/carer
- Child protection issues are addressed
- The young person receives adequate counselling and information

### **Issues Relating to Parents**

1. Any parent may withdraw their child from Sex Education, except in so far as it remains in the core curriculum in Science. Any parent wishing to withdraw their child should discuss their concerns with the Headteacher.
2. Any parent wishing to make a complaint about the teaching of Sex Education at Diss High School should, in the first instance, see the Headteacher. If the problem remains unsolved the parent should inform the Clerk to the Governors, in writing.

### **Issues Relating to Staff**

Information concerning this policy will be disseminated to all staff through the Pastoral System. New Science teachers will attend IATS courses in 'Sex Education and Science' as available.

**Reviewed Annually**