

Swale Academies Trust

Sex and Relationships Policy (Secondary Schools)

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

In this policy document all references to gender are taken to be inclusive and the term "parent" is taken to include "guardian or carer"

Rationale:

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It should provide the secure basis for a lifelong learning about physical, moral and emotional development. It will provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

Objectives for SRE:

- To be an entitlement for all student
- To enable pupils to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality
- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
- To support the concept of family commitment and love, respect and affection, knowledge and openness. Family as a broad concept not stereotypical but to include a variety of types of family structure, and acceptance of different approaches and to challenge myths, misconceptions and false assumptions about normal behaviour.
- To make students aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active
- To understand the changing nature of sexuality over time and its impact on lifestyles,

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- To recognise that parenthood is a matter of choice
- To analyse moral values and explore those held by different cultures and groups
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individual
- To generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- To encourage every student to contribute and aim to support each individual as they grow and learn.
- To recognise that the wider community has much to offer and work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- To develop critical thinking as part of decision making
- To recognise that consulting with parents is a key element of successful sex and relationships education.

Organisation and Content of Sex and Relationship Education (Westlands School)

This should be divided between what is taught in science as part of the National Curriculum and what is taught in the respective PHSE/Values/Ethics lessons.

PLEASE NOTE: It is the responsibility of the designated person in each school to ensure that materials used are age appropriate. This is for the teaching of science as well as the PHSE curriculum.

Key Stage 3:

Values and Health Department Provision

Year 7 – Friendship and bullying unit

- Characteristics of positive relationships
- Characteristics and signs of a negative relationship
- Breakdown in friendships and support outlets
- Developing empathy skills through use of case studies, role play
- Focus on oracy development and communicating thoughts effectively

Year 8 – Difference and Diversity unit

- Building respect for different viewpoints

Year 8 – Kent Community Health Team – Body Image session

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- Positive and negative impacts on our physical, mental and emotional health
- Recognising that images in the media do not always reflect reality and can affect how people feel about themselves
- Discussing what it means to have a 'Healthy Body Image' and look at what can be done as a whole school to promote a healthy body image

Year 9 – Healthy Sex and Relationships

- Characteristics of healthy romantic relationships. Consent is covered including legal definition. Ages also covered in regards to sexual consent law.
- Use of 'ThinkYouKnow' curriculum to explore power and control in relationships, including grooming and sexual exploitation. Clear signposting throughout to key organisations – CEOP, Childline, School services

Year 9 – Tender Healthy Relationship Programme – one year 9 class is working with the RisingSun charity who is delivering a 10 session curriculum on healthy relationships. The class will then present an assembly to all the other Year 9 classes.

Science Department

Year 7: Reproduction unit

- Adolescence
- Reproductive systems
- Fertilisation and implantation
- Development of a foetus
- Menstrual cycle

Year 9:

- Stem cells which come from embryos
- IVF and the ethical considerations of use of embryos for scientific research.

Key Stage 4:

Values and Health Department Provision

Year 9 – Level 2 child development course

Students are encouraged to look at effective care routines for young children/babies including Health and safety – breast feeding – general care of babies as well as looking at factors that can affect their development and ways to support their progress.

Year 11 – ThinkYouKnow curriculum –

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Students focus on indecent images and choices / consequences. Legal definitions and expectations explored and students signposted to organisations that can support when exploitation occurs.

Science Department

Year 10:

- Menstrual Cycle
- Contraception: Forms, how they work and effectiveness; Discussion on personal choice of form of contraception used.
- Fertility treatments: Reasons for it; methods; considerations around IVF

Year 11 (as of September 2017):

- Sexual reproduction
- Inheritance which leads into genetic diseases and mention of choices about abortion of certain children and ethical considerations.
- HIV and HPV
- Sex as a method of infection
- STIs: Examples; symptoms; treatment and prevention.
- Stem cells and use in medicine – Ethical considerations

Year 11: (Running until June 2017)

- Stem cells and ethical considerations
- Growth in humans including adolescence
- Gene therapy and humans – Ethical considerations
- Cloning – Ethics
- Inherited disorders and choice for abortion
- Sex as a method of disease transmission

Key Stage 5:

Science Department

Year 12 Biology:

- HIV
- Sexual transmission

Year 13 Biology:

- DNA profiling and implications in terms of maternity/paternity

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PSHE

- Staying safe – contraception (before and after)
- Staying safe – healthy relationships / domestic violence
- Consent
- Homosexuality and dealing with homophobia
- Female genital mutilation
- Chlamydia testing is available for students
- C Card clinic weekly

Our school Sexual Health Clinic also covers:

- Types of contraception with practical exercise of how to use a condom.
- STI – research types and how to seek sexual health testing
- Effective communication between partners – how to gain consent, how to discuss sexual history

Right of Withdrawal of Students from Sex and Relationship Education

Working in partnership with The Trust will operate a policy that allows parents the right to withdraw their child from SRE

Child Protection issues

Child protection issues will be considered, and referred if necessary to the DCPC under the school's procedures and social services where appropriate.

In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the senior leadership team to organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Approved by Directors 23 March 2016/V02

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