

St. Ivo School: Sex and Relationships Policy

Aims of Sex and Relationships Education

St Ivo School believes that Sex and Relationships Education (SRE) is an educational entitlement of all pupils and is an essential part of each pupil's development from adolescence into adulthood.

In line with government guidance, we believe young people have an entitlement to:

- explore the nature and implications of marriage and stable relationships as key building blocks of community and society
- develop awareness of the implications of marriage and stable relationships as key blocks of community and society
- build knowledge and skills to understand differences, respect themselves and others, and prevent and remove prejudice
- develop attitudes and values, personal and social skills, knowledge and understanding
- increase their understanding of human sexuality and the reasons for and benefits of delaying sexual activity
- gain information about obtaining appropriate advice on sexual health, including all forms of contraception
- learn how to distinguish between appropriate and inappropriate sexual behaviour
- develop maturity, confidence and self-esteem
- be prepared for the opportunities, responsibilities and experiences of adult life.

Content and Delivery of Sex and Relationships Education

Sex and Relationships Education provides knowledge, and encourages the acquisition of skills and attitudes which help pupils develop mutually supportive relationships with friends, family and sexual partners, and manage their adult lives in a responsible and healthy way.

Sex and Relationships Education is delivered through the compulsory National Curriculum Science curriculum and the PSHE curriculum. A specialist delivers a sexual health unit to Year 13. SRE is co-ordinated by the PSE (Personal and Social Education) coordinator and the Head of Science, who are responsible for planning, implementation and review of the programme

In **Science**, at Key Stage 3 and 4 pupils will learn.

At Key Stage Three (age 11- 14)

- 1d) that fertilisation in humans is the fusion of a male and a female cell
- 2f) about the physical and emotional changes that take place during adolescence
- g) about the human reproductive system, including the menstrual cycle and fertilisation
- h) how the foetus develops in the uterus
- n) how growth and introduction of bacteria and the reproduction of viruses can affect health

At Key Stage Four (age 14-16)

- 2f) the way in which hormonal control occurs, including the effects of sex hormones
- 2g) some medical use of hormones, including the control and promotion of fertility
- 2l) the defence mechanism of the body
- 3d) how gender is determined in humans

Other areas of the SRE curriculum will be delivered through the appropriate stage of the PSHE programme at KS3 and KS4, including:

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|---------------------------------|--------------------|
| personal safety and risk | values and beliefs |
| family life and relationships | sex and the law |
| prejudice and stereotyping | abortion |
| friendship and love | safer sex |
| gender issues | sexual lifestyles |
| sexually transmitted infections | life stages |

seeking help
local helping agencies

early parenting
fostering and adoption

Further details are given in the **appendix (pages 5-7)** of the attitudes, values, skills and knowledge we want our pupils to develop across KS3 and KS4.

In **all National Curriculum subjects** occasions may arise from apparently unrelated topics when moral and ethical issues are addressed. As long as any discussion takes place within the context of the subject, it will not be considered to be part of the sex and relationships programme and therefore will not be subject to the parental right of withdrawal.

Teaching Strategies

A variety of approaches will be used in the teaching of sex and relationships education including videos, discussion, and project work and reflecting on what has been learnt.

Pupil Groupings

Pupils will usually be taught in mixed ability and gender groups. There may be some occasions when it is more appropriate to teach single sex classes.

Resources

Materials

A wide range of teaching resources is available, all of which have been carefully selected using criteria recommended by the Cambridgeshire PSHE service. Parents/carers may contact the coordinator to view resource material.

Staff

Areas of the PSHE curriculum are delivered by tutors, specialist teachers and visitors from local health agencies. Specialist teachers teach units in Year 7, Year 8, Year 9 and a six-week Unit in Year 10. All staff and visitors are expected to teach within the school's value framework of Guiding Principles and the SRE policy. Teachers also work within the guidelines of other school policies which have relevance to SRE, in particular, Equal Opportunities, Anti-Bullying, and Child Protection.

Specific Issues

Confidentiality and Advice

It may happen that pupils wish to disclose information about their actual or intended sexual behaviour and/or seek advice from members of school staff. 'Staff' will be taken to include teachers, support staff, and any other adult who is supporting the school in delivery of its curriculum and the care of pupils. On certain occasions, particularly where there may be issues of child protection, the school may intervene on the basis of other received information, for example, from other pupils.

We will make it clear to pupils that some information cannot be kept confidential, and that if certain disclosures are made we may have to involve outside agencies. This will be particularly relevant in cases where pupils are engaging in or intending to engage in sexual activity below the legal age of consent (16) or in any case where the member of staff and the Head may judge that the pupil is at risk. Pupils will be offered sensitive and appropriate support in the event of such disclosures.

Whilst it is the school's policy to inform and involve parents/carers, there is no legal responsibility for teachers to do so if this is against the express wishes of the pupil concerned. The Head will retain the ultimate decision as to the informing of parents/carers. The following procedures will be adhered to by all members of school staff.

1. Whenever possible, conversations of this nature will be held at a place and time which gives the pupil the opportunity to talk calmly and with security to a trusted adult.
2. Pupils will always be advised of the following
 - confidentiality can not be guaranteed
 - they will be encouraged to share the information disclosed with parent/carer or another trusted adult and support will be offered to help them do so. In the event that a pupil discloses a pregnancy or asks for advice on contraception, the

school will encourage the pupil to talk to their parents/carers first, and will also give the pupil information about the most appropriate professional/health agency. Support will be given if the pupil needs help in telling their parents/carers

- they will be informed themselves before parents/carers are contacted
- the Head will be informed of any such incident

3. Where there is reasonable suspicion of abuse and/or neglect, the school's Child Protection policy will be put into action.

Family life

The value of family life is an integral feature of SRE and is approached through discussion and reflection of the qualities and relationships between family group, with emphasis on respect, trust, caring, stability and support.

Sensitive Issues

As part of SRE, sensitive issues of contraception, abortion, safer sex and HIV/AIDS and other sexually transmitted infections, and sexuality are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the approved values framework. They will be made aware of the differences between fact and opinion.

Partnership with Parents/Carers

Under the Education Act 1993 parents/carers have the right to withdraw their children from the sex education programme with the exception of those parts of the programme taught as part of the statutory National Curriculum orders for Science. A statement to this effect is made in the School Brochure. The SRE policy is available to parents/carers when their child enters the school.

Parents/carers wishing to exercise their right to withdraw their child are asked to contact the PSHE coordinator to discuss the issues. Alternative arrangements will be made by the Head of Year for any child who is withdrawn from SRE. Once a pupil has been withdrawn, he/she cannot take part in later sex education without parents' approval.

Any complaints about the sex and relationship education curriculum should be made to the Head teacher who will forward the complaint to the governors.

The policy for St Ivo School has reviewed in June 2003 in line with the Sex and Relationships guidance (DfEE 0166/2000) and Cambridgeshire guidelines (2001), in consultation with governors, teachers, support staff, parents/carers, pupils and local community organisations

The policy will be revised in June 2004.

Appendix: The Sex and Relationships Education Curriculum

1. Values, Skills, Knowledge and Understanding

We aim to develop the following in our pupils:

Attitudes and Values	Personal and Social Skills	Knowledge and Understanding
<ul style="list-style-type: none"> • 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 • Developing critical thinking as part of decision-making 	<ul style="list-style-type: none"> • Learning to manage emotions and relationships confidently and sensitively • Developing self respect and empathy for others • Learning to make choices bases on an understanding of difference and with an absence of prejudice • Developing an appreciation of the consequences of choices made • Managing conflict • Learning how to avoid exploitation and abuse 	<ul style="list-style-type: none"> • 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 service • Learning the reasons for delaying sexual activity, the benefits to be gained from such delay • The avoidance of unplanned pregnancy

2. Learning Outcomes

Our pupils will address the following issues in Science (bold type) and PSHE

KS3	Learning outcomes for Sex and Relationship Education
	<p>What are the physical and emotional changes which take place during adolescence? Do I understand the facts about human reproduction, including the menstrual cycle and fertilisation? How does the foetus develop in the uterus? What is the role of the placenta? How can the growth of bacteria and the spread of viruses affect my health?</p> <p>How is my body developing? How do I understand the physical and emotional effects of puberty? What do I need from others at this point in my life? What changes may occur in my lifestyle? How do I understand the importance of marriage for family life and loving, stable relationships? What shapes my perception of sex and relationships, including ideas of family life and marriage?</p>

What information do I need to anticipate sexual activity and relationships?
 What skills and confidence do I have /need to negotiate within pastoral and sexual relationships?
 What do I understand about my sexuality and sexual orientation?
 How do I know when and where to access the support I might need?
 How do I feel about the future?

KS4	Learning outcomes for Sex and Relationship Education
14-16	<p>How does hormonal control occur, including sex hormones? How are hormones used medically in the control and promotion of fertility? What defence mechanism does the body have? What role does the skin and blood play in the defence of the body? How is sex determined in humans?</p> <p>How do different contraceptive methods work? Am I clear about the benefits and appropriateness of different forms of contraception? Where do I obtain advice on sexual health issues such as abortion, STIs including HIV, and safer sex? How does risk-taking affect sexual health and well-being? What are the links between risk-taking and sexual activity with alcohol and drug use? What assertiveness skills do I have? How do I demonstrate my assertiveness? How do I discuss cultural attitudes towards sex and sexuality, contraception and abortion and the age of consent? What is the law affecting young people and sex? What are the consequences of sexual activity and relationships? What different value frameworks do I know about? How do these different value frameworks affect behaviour? What do I understand by abuse and exploitation within relationships? What are my responsibilities within a relationship? What local and national support is available to me? How and when do I access local and national support? What are the roles and responsibilities of a parent? What are the necessary skills of good parenting? How do I understand and respond to the importance of marriage within a stable family unit? How well equipped am I to contemplate parenthood? What do I understand about my sexual identity and implications for my relationships? How can I make clear my own needs and wishes in terms of relationships with others? How can I resist gender stereotyping in forming positive relationships?</p>

The following aspects of SRE form part of **Citizenship** education:

KS 3/4	Learning Outcomes for Citizenship Education
	<p>How have I been involved in the SRE policy and programme of development and review? What are the effects of national, religious and ethnic identities on beliefs and attitudes towards sex, relationships, gender and sexuality? What social, cultural and economic impact has the global epidemic of HIV had? How do I effectively express my personal opinions about a range of issues such as marriage, contraception, abortion, gender, sexuality and teenage pregnancy? What do I understand by empathy, respect and understanding, in relation to sex, sexuality and relationships? How do I take responsibility for my own sexual attitudes and behaviour? How do I express, understand and evaluate different views that people hold about sex, sexuality and relationships, e.g. homosexuality and sex before marriage</p>