

# **GOWERTON SCHOOL**



## **SEX & RELATIONSHIP EDUCATION POLICY**

REVIEWED 21.05.2015

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### **SEX EDUCATION POLICY**

This policy was updated during 2011 – 2012 in consultation with members of the School Council to reflect their views within the context of legal requirements within:

- Education Act 1996
- Sexual Health and Wellbeing Action Plan 2010 – 2015
- Relevant Guidance on SRE
- The requirements of the PSE Framework, 7 – 19

It links with other policies on:

- PSE
- Confidentiality
- Safeguarding and Child Protection
- Bullying
- Equality and Diversity

#### **Rationale**

The school celebrates the individual pupil and aims to provide the following:

- an ordered, caring environment in which every pupil feels safe and secure and is able to enjoy school life and be happy in school;
- awareness of responsibilities to themselves, other people and their environment;
- opportunities to take responsibility.

Further, the school aims to give equal opportunities to all.

This policy underlines and confirms our aim in SRE to help learners to develop skills and knowledge appropriate to their age, understanding and development.

Our overarching aim is to enable the pupils and students to make responsible decisions about their relationships, sexual health and well-being.

## **Aims**

SRE at Gowerton aims to enable pupils to:

- develop positive attitudes and values that influence the way they behave;
- develop the skills needed to make responsible and well-informed decisions about sexual health and well-being;
- gain respect for themselves and others;
- appreciate diversity within sexual orientation and celebrate difference;
- build successful relationships;
- appreciate the importance of stable and loving personal relationships;
- understand the physical and emotional aspects of sex, sexuality and sexual health and well-being;
- understand the consequences and risks of sexual activity;
- recognise the benefits of delaying sexual activity;
- understand the laws relating to sexual behaviour;
- know how to get appropriate advice on sexual health and well-being

within the context of an understanding of the importance of a stable, secure and loving environment for family life.

We understand the nature of marriage but equally in our diverse community recognise that there are many committed and mutually-supportive stable relationships outside that context.

## **Management and Organisation**

SRE is managed and organised within the context of PSE. The Governing Body plays an important part in formulating and managing policy through the Behaviour and Welfare Working Party that meets termly to discuss Pastoral/Affective Curriculum and allied matters. An Assistant Head leads the team of PLCs responsible for co-ordinating PSE and SRE in all forms. Each theme of the PSE framework has two members of the Pastoral Leadership Team. The themes within the PSE framework are allocated to members of the Pastoral Leadership Team, each of whom takes responsibility for ensuring full coverage both within PSE lessons and across the curriculum. SRE is dealt with both within the context of 'Health and Emotional Well Being' and 'Moral and Spiritual Development'.

## **Delivery**

SRE forms part of the PSE scheme of work in KS3, 4 and 5.

In KS3, aspects of sexuality are explored within the context of responsible, appropriate and healthy relationships.

The delivery of the content relating to aspects of:

- the law relating to sexual behaviour
- contraception, sexually transmitted infections and HIV
- features of relationships
- role of marriage, stable family relationships and parental responsibility.

Takes place through:

- PSE lessons timetabled one per fortnight with the Form Tutor. These are predominantly mixed gender
- Three PSE days with Gowerton staff and guest providers. These are predominantly mixed gender, but some sessions are single-sex
- Cross-curricular links (e.g. RE, Science and English)
- 'Thought for the Day'
- Assemblies.

### **Year 7 Topics are:**

- What do we mean by family?
- What's happening to me?
- Why do I feel like this?

### **Year 8 Topics are:**

- Boys and girls, is there a difference?
- Sex – why all the fuss?
- What is contraception?
- Is commitment important in a relationship?

### **Year 9 Topics are:**

- What if I don't want to?
- What are STIs?
- What are HIV and AIDS?
- Is there equal respect?
- How do we feel about difference?
- Booklets
  - Business Day
  - Sex Day
  - Drugs Day

Also covered in Year 9 following Year Council representations:

- The law relating to aspects of sexual behaviour
- About contraception, STIs and HIV

### **Year 10 Topics are:**

- The family in society and religion
- GCSE 'Relationships' topic – Marriage
- Co-habitation
- Same sex relationships
- Confidence and body image
- 'Coming Out'

## **Year 11 Topics are**

- Body size/Body image/Confidence
- STIs revisited. Condoms/Pregnancy/Options/Abortion
- Wider behavioural and orientation issues

## **Sixth Form**

- Safe sex, STIs and potential consequences of casual sex
- Impact of drugs and alcohol on sexual activity
- Dating
- Abusive attitudes
- Family

## **Cross-Curricular Links**

A wide range of cross-curricular links to various Health and SRE topics exist. These are outlined in the attached appendix.

## **Specific Sexual Health Issues**

The school adopts the model described in WAG Documentation. Formal vocabulary is used for parts of the body and discussion is organised to avoid personalisation.

Many sensitive issues are dealt with by outside providers who have experience of delivering of topics.

## **Resources**

The school uses Heinemann: Dynamic Learning PSE.

## **Confidentiality**

Year group leaders provide additional support where necessary for teachers when providing SRE.

- The school planner issued to all pupils includes details of local and national helplines and sources of information.
- Out Child Welfare Manager offers counselling advise and signposting to available treatment. She has an important part to play in our overall SRE strategy and day-to-day delivery.
- Personal disclosures to teachers are referred as a matter of course to the named Child Protection Officer. Referral will be made as appropriate if there are child protection issues. The majority of issues will be dealt with through the Child Welfare Manager.
- Child Protection Staff are aware of The Child Sex Offender Disclosure Scheme and Recommendations following Internal Management Reviews and Serious Case Reviews.

### **Involving Learners**

School Council has been involved in the timing and structure of SRE elements of the PSE programme.

- The specific needs of boys and girls are met through the variety of teaching methods and groupings referred to above. For example, in Year 9, girls and boys are grouped by gender for the sessions on contraception, STIs etc.
- Perspectives of different faiths and cultural groups are addressed on individual basis and there is an opt-out clause available to parents.

### **CPD**

Continuing professional development is available upon request to the Senior Assistant Head. Time is allocated during Year Group Pastoral Meetings to discuss PSE provision, including SRE.

### **Working with parents and the wider community**

Parents/carers have the right to withdraw their children from our sex education sessions. This is made explicit in the school prospectus.

Children withdrawn from sex education sessions or who wish to absent themselves for any reason from SRE are supervised by the PLC or Year Tutor.

Governors are involved in consultation about the SRE policy. A brief summary of the policy is included in the school prospectus.

Arrangements are underway to make SRE resources available via the school website to all members of the school community.

### **Health Professionals and External Agencies**

Gowerton School has excellent links with a wide variety of Health Professionals and works with numerous external agencies on an ad hoc and continuing basis. A list of providers is provided as an appendix to this document.

### **Monitoring and Evaluation**

- Standards of SRE Learning and Teaching are monitored by the normal processes. PLCs and YTs supervise and manage routines and members of Headship Team have responsibility for monitoring and sampling for standards.
- School and Year Council members are involved in evaluating SRE via agenda items in regular meetings.
- School Council meets annually to input into the Self-Evaluation process and contribute to changes in SRE and PSE.

School Council discussed and modified aspects in February 2011.

It will be reviewed regularly by all stakeholders according to WAG guidelines.

**POLICY NAME:** *Sex & Relationship Education Policy*

**REVIEWED BY:** *Behaviour & wellbeing Working Party*

**DATE REVIEWED:** *21/05/2015*

**DATE TO FGB:** *21/01/2016*

**SIGNED:** \_\_\_\_\_ *Debbie Lloyd* \_\_\_\_\_

**PRINT NAME:** *Debbie Lloyd (Chair of Governors)*

**DATE NEXT DUE TO BE REVIEWED** *May 2018*