

## **Relationships and Sex Education Policy**

### **Rationale**

Relationships and Sex Education at Glebelands is taught in the context of moral responsibility and family values. The relationship aspect is at the core of the programme and the schemes of work have been tailored according to the guidance published by the PSHE Association, which is the Department for Education designated organisation to support schools in addressing Personal, Social, and Health education.

Safeguarding constitutes an essential and integral part of the programme. Students are encouraged to develop a sense of personal responsibility for their own actions and the effects of their actions on others.

The School Governors have drawn up the school's policy believing that Relationships and Sex Education should be provided for all students. It falls in line with Department for Education guidance.

### **Purpose**

- To provide the opportunity for students to consider sexual behaviour in the context of close personal relationships and understand the social implications of their actions.
- To enable students to be sufficiently confident to make decisions about their own behaviour based on factual knowledge and moral responsibility.
- To provide opportunities for students to be aware of a range of sexual attitudes and behaviour relating to different cultural groups.
- To provide guidance for those adults in school who are directed to implement this policy.

### **To ensure that all students**

- are able to recognise the difference between healthy and unhealthy relationships
- are able to understand the concept of consent
- grow up knowing the biological facts relating to their sexual development and sexuality, including contraception
- understand the law relating to sexual behaviour
- better understand child sexual exploitation including abuse perpetrated by young people
- learn to recognise strategies used by predators to empower students to better protect themselves
- know about and be able to discuss sensitive and controversial issues including sexually transmitted diseases

### **Teaching**

In both Key Stage 3 and Key Stage 4 the main aspects of the Relationships and Sex Education curriculum are delivered within Learning for Life lessons and by members of staff who have some expertise in these areas.

In Key Stage 4 nurses and other qualified professionals are invited to school to support the delivery of the curriculum and are given very clear guidelines within which to work.

## **Students Withdrawn by Parents**

Parents have the right to withdraw their child from sex education at Glebelands School up to three terms before their child turns 16 in line with government guidance.

From that point onwards, if a student wishes to receive sex education, the School will arrange for this to happen before they turn 16.

The right to withdraw from lessons relates only to sex education in RSE, and not to the teaching of the biological aspects of human growth and reproduction included within the School's science curriculum. If parents have any queries or wish to withdraw their child from the sex education element of RSE, they should contact Mr Smitheram. There is no right to withdraw from the 'relationships' aspect of RSE.

## **Differing Faiths and Cultural Perspectives**

Throughout the teaching of Relationships and Sex Education there is a recognition that there are different perspectives and values even in a school with relatively little cultural diversity. Students are made aware of the different opinions and values of different faiths and sectors of the community as part of the Religious Education curriculum.

## **Homosexuality, Bisexuality and Transgender**

Throughout the course, references are made to all groups of sexual orientation, without discrimination and in accordance with the Equality Act 2010.

## **HIV/AIDS**

Students are taught about sexually transmitted infections as a part of the Key Stage 3 curriculum which is revisited in more depth in Key Stage 4. An emphasis is put upon information about HIV and AIDS and how students should protect themselves from it. Students are also encouraged through Key Stage 4 to consider the issues which are raised when living with HIV/AIDS either personally or in the community.

## **Confidentiality**

When students talk to staff about any personal issues staff are directed not to promise confidentiality, but to assure the student that "only those who need to know in order to help will be told". If practicable students are encouraged to share the problem with parents or another responsible adult who can act on their behalf. Staff are directed through the Staff Handbook to pass on child protection issues to the nominated Child Protection Officer in the school.

## **Students Asking Questions**

If students ask questions relating to sexual matters staff have a number of options open to them. If the student asks for opinions, the member of staff should not give a personal opinion but should answer in the context of moral responsibility and family values by saying that "most people would probably think that ....." If the student is asking for advice, the member of staff should not give direct advice but should direct the student to their parents, a senior member of staff or to a relevant external agency where expert advice may be sought. If a child protection issue is suspected the procedures laid down in the Staff Handbook should be followed.

## **Monitoring**

Evidence of a planned Relationships and Sex Education curriculum can be obtained from the relevant schemes of work. Delivery will be monitored by the Deputy Headteacher (Curriculum) through oversight of the total school curriculum and by the Governors Education and Progress sub-committee.