



**ABBAY PARK SCHOOL**

# Sex and Relationships Education Policy

This policy has been reviewed to ensure compliance with current regulations  
Date Ratified: January 2019  
Review Date: January 2019



Executive Principal:  
Operational Principal:  
Vice Principal:

Mr C Zimmerman  
Mr J Young  
Miss L Paterson

The Learning Campus, Redhouse Way, Swindon, Wiltshire SN25 2ND  
Tel: 01793 705400 Fax: 01793 707596  
email: [admin@abbeyparkschool.org.uk](mailto:admin@abbeyparkschool.org.uk)

## **Sex and Relationships Education (SRE) Policy and Procedures**

### **Rationale**

Sex and Relationships Education in schools is a legal requirement. The Learning and Skills Act 2000 imposes the duty 'in exercising any function which may affect provision of sex and relationships education in schools and must have regard to the guidance issued by the Secretary of State under Section 403 (1A), This is the Sex and Relationships Education Guidance, Department of Education 01161/2000 (July 2000) on which this document is based.

### **Definition**

Sex and relationships education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).

Effective sex and relationships education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It enables pupils to build self-esteem and make positive health choices. The aim for sex and relationship education at Abbey Park School is to help support pupils through their physical, emotional and moral development. The programme is firmly embedded within the PSHCE curriculum.

We believe that effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. At Abbey Park School, it is presented within a moral and ethical framework and with the clear intention of promoting sensitivity, tolerance, safety and responsibility. Sex education forms one strand of a wider Personal Development programme.

### **Aims and Purpose**

- To teach students about sex, sexuality and sexual health. It seeks to help children and young people appreciate the value of marriage for family life, stable and loving relationships, respect, love and care.
- Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically, an atmosphere of tolerance and acceptance will be encouraged.
- Vulnerable students e.g. if special needs are identified by students, staff or parents, those needs will be addressed individually and with experts or parents with appropriate consent.
- To enable students to recognise the physical, social and emotional implications of sexual behaviour and to recognise that responsibilities in relationships are shared by every individual. This has 3 main elements.
  1. Knowledge and understanding (physiology)
  2. Personal and social skills (self-esteem and assertiveness skills)
  3. Attitudes and values (culture, beliefs and respect for others).

According to Department of Children and Family Service (2000) Sex and Relationships Education guidance outlines:

Secondary schools should:

- Teach about relationships, love, care and the responsibilities of parenthood as well as sex
- Focus on boys as much as girls
- Build self esteem
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Provide young people with information about different types of contraception, safer sex and how they can access local sources of further advice and treatment
- Use young people as peer educators
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Link sex and relationship education with issues of peer pressure and other risk taking behaviour such as drugs, smoking and alcohol
- Ensure young people understand how the law applies to sexual relationships
- A Sex and Relationships Education programme should include information about STI's and HIV/Aids
- Sex and relationships education should prepare young people for an adult life in which they can:
  1. Develop positive values and moral framework that will guide their judgements, decisions and behaviour
  2. Be aware of their sexuality and understand human sexuality
  3. Understand the reason for having protected sex
  4. Understand the consequences of their action and behave responsibly within sexual and pastoral relationships
  5. Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want
  6. Communicate effectively
  7. Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV
  8. Avoid being exploited or exploiting others
  9. Avoid being pressured into unwanted or unprotected sex
  10. Access confidential sexual health advice support and if necessary, treatment
  11. Know how the law applies to sexual relationships

## **Organisation and content**

Subjects which can be classified with Sex and Relationships Education can be found in:-

- The National Curriculum Science requirements of e.g. 'life processes, growth, and reproduction relating to human beings and the physical and emotional changes that take place during adolescence' are taught during Science lessons.
- As part of the PSHCE curriculum where a rolling programme of sex and relationships education is delivered as part of each school year.
- Discreet lessons delivered to each year group on a two year rolling programme.
- Vulnerable pupils may also be identified to the School Nurse who is employed for small group work.

Sex and relationships education and health education have been shown to be more effective when active learning techniques are used. For example, small group discussions, quizzes, role play and a variety of structured activities involve pupils in their own learning and enable them to explore their

own and others values and to develop communication skills. Student consultation indicated preference for current and relevant DVDs along with discussion, quizzes, testing products and use of experts. They were less interested in learning via text and work sheets. They prefer interactive kinaesthetic modes of learning.

- Teaching students didactically does not give them an opportunity for asking questions and exploring personal and relevant issues.
- The following teaching strategies support active learning and are used in different session:-
  1. Sharing ideas
  2. Discussion
  3. Listening exercises
  4. DVDs
  5. Outside speakers
  6. Case studies and scenarios
  7. Values and continuums
  8. Trigger drawings, story boards, photographs as a basis for problem solving, role-play.

Sex and Relationships Education is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex.

### **Responsibility for Sex and Relationships Education**

The responsibility for the effective delivery of this programme in the classroom lies with the Head of PSHCE, Mrs Jackson and the Assistant Vice-Principal, Miss Paterson.

The staff who deliver the Sex and Relationships Education programme will be sympathetic to the sensitivity of these issues for children and young people. Liaison with the Special Educational Needs co-ordinator and member of staff responsible for child protection will be used if appropriate.

Ideally the membership of the teaching team will include both sexes. Opportunities for discussions with a health professional will be offered. Pupils will be informed of how to access support from the school nurse at the weekly drop-in session and other appropriate outside agencies.

### **Partnership with Parents/Carers**

Information on Sex and Relationships Education in the school curriculum and the Sex and Relationships Education policy is available on the school website.

Parents have the right to withdraw their child from Sex and Relationships Education, apart from the statutory content in National Curriculum Science. The procedure for this is to inform the tutor. Should a parent/carers withdraw a young person from sex and relationship education, the student will be occupied with alternative work.

Students in Key Stage 4 are issued with local contact details of support organisations/services as part of their Sex and Relationships Education lessons at this level.

Parents/carers are free to offer opinions, comments or suggestions.

## **Specific Issues**

Abbey Park School has an identified Child Protection Officer that is familiar with child protection procedures and protocols and will act, as a resource, should staff have concerns or be faced with a disclosure.

Reflective of Abbey Park School's anti-bullying and equal opportunities policies, all staff and students are encouraged to exhibit tolerance and acceptance.

## **Partnership with Visitors**

The school nursing service is informed of the content of the programme.

The School Nurse is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research are also disseminated.

Visitors will be utilised to enhance and supplement the planned curriculum based on their expertise. This includes the Swindon based 'Lush' programme. Visitors will not be left as the sole person responsible for students at any time.

## **Individual Advice and Counselling**

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the team/school nurse.

## **Partnership with students**

The school accepts that an effective policy on Sex and Relationships Education requires information from students both at development and implementation stages. This will be achieved by school councils, evaluation and monitoring or through the *Are You Getting It Right?* consultation tool by the Sex Education Forum.

Students seeking direct advice are referred to the school nurse or outreach nurses and encouraged to discuss the matters with:

- Their parents, guardians or appropriate relative
- Religious leader (if appropriate)
- Family doctor
- Contraceptive and Sexual Health Services

If individuals raise particularly explicit issues, such issues will not be discussed in class and the students will be advised to discuss these matters with those listed above or the child protection co-ordinator at an appropriate time.

**A separate Confidentiality Policy is available.**

## **Training**

Opportunities for all teachers for further training in the delivery of sex and relationship education will be sought and accepted wherever circumstances permit.

The PSHCE Co-ordinator will be responsible for organising the training of staff delivering sex and relationships education. All staff and interested parties will be issued with guidance for the delivery of the programme.

Resources will be provided by the PSHCE Co-ordinator having been checked for accuracy, suitability of content and method of delivery.

Advice and support will be sought from the school nurse and associated agencies by the PSHCE Co-ordinator. Resources older than 10 years will be discarded and alternative resources sought. Resources will be selected and checked for accurate information, stereotyping, bias and prejudice.

## **Policy implementation**

The policy will be available on the school website for access by all staff, parents and carers.

All sex and relationships education will be delivered according to the policy framework. The guiding principles are included in this document.

Other agencies, which work in partnership with schools, will be informed of the Sex and Relationships Education policy.

## **Procedures for Evaluation, Monitoring and Review**

Pupil's views will be taken into consideration through the school's Pupil Voice monitoring exercise.

Parents/carers views will be taken into consideration.

The PSHCE Co-ordinator is responsible for considering issues raised by any of the evaluation procedures and will action specific issues.

Staff are responsible for the monitoring and evaluation of practice.

The Governors will review the policy biannually.

The school must have a planned Sex and Relationships Education programme which identifies learning outcomes, appropriate to student's age, ability, gender and level of maturity and which are based on students' needs assessment and a knowledge of vulnerable pupils (NHSS minimum criteria for SRE 1999).

## **Complaints procedure**

Complaints about content and/or delivery of the Sex and Relationships Education programme will be addressed to the Principal or Chair of Governors according to Abbey Park School's Complaints Procedure.