



# **Sex and Relationships Policy**

**Date agreed by Governors: Sept 2018**

**Date of Review: Sept 2018**

**Member of Staff Responsible for the Policy: MW**

**Date of next review: Sept 2019**

**Dissemination of the Policy: All staff and Governors**

## Context

Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up; this includes: relationships, sex, human sexuality, and sexual health. SRE aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

SRE aims to contribute to behavioural change, including: reducing incidents of unprotected and unwanted sex; and reducing harmful behaviour (including sexual offences such as assault and abuse). Good quality SRE also fulfils children and young people's right to information about their bodies and health helping them to develop resilience and to form positive beliefs, values and attitudes.

At Pittville the SRE programme should help pupils to understand human sexuality; to learn the reasons for delaying sexual activity; the benefits to be gained from such a delay; as well as learning about obtaining appropriate advice on sexual health. This should empower young people, help build their self-esteem, and develop their understanding of sexual acceptance and mutual respect. In addition it aims to help young people build positive and open views around relationships and sex. The programme aims to meet the needs of individual pupils and help them to develop the personal skills they will need if they are to establish and maintain healthy relationships and make well informed choices and decisions about their own emotional and physical well-being.

To facilitate the SRE programme school will liaise with appropriate outside agencies including the Gloucestershire Healthy Living team, Info Buzz, the School Nurse Service, Brook advisory, and Gloucestershire Youth.

## Aims and objectives

The core aims of an SRE programme at Pittville School are to enable the students to:

- acquire the knowledge and understanding they need about their bodies, how they work, and how they develop
- develop the skills and confidence to think clearly and communicate effectively about their feelings and relationships
- develop the skills and confidence to make decisions and to identify and deal with influences, pressures and risks
- develop self-esteem and the capacity to value and respect both themselves and other people and so avoid all forms of exploitation in relationships
- be aware of and appreciate their own and others' sexuality and understand the nature of human sexuality and reproduction, free from distortions, myths and misconceptions
- develop a moral framework to guide their decisions, judgements and behaviour together with an awareness of and respect for the values held by others
- gain the knowledge and skills to protect themselves and their partners from the physical and emotional risks associated with immature, irresponsible or unprotected sexual activity, including unwanted conceptions and sexually transmitted infections (STIs)
- acquire the knowledge, confidence and capability to access appropriate sources of help, advice, support or treatment whenever they need it

- understand the demands and rewards associated with family relationships, whether as a child, husband, wife or partner, or as a parent and be aware of the many variants of these relationships in modern society
- identify their hopes and aspirations for their personal lives and relationships and to consider how best to achieve these

### SRE curriculum and content

SRE will be taught in a variety of curriculum areas and through a range of curriculum contexts, but the main delivery at Pittville will be within the PSCHE programme of study (so that SRE can be linked to other lifestyle issues such as alcohol and drugs). Parts of SRE will be met in science, and RE will also contribute to the SRE programme of study.

Pittville School recognises the importance of clear, factual, non-judgemental information that is age appropriate. We also recognise the importance of pupil voice, and as such all pupils are given the opportunity to identify needs and contribute to curriculum planning through the school parliament and the Online Pupil Survey which is carried out in Years 8 and 10.

The programme of study is a spiral curriculum that builds on previous key stage knowledge and skills. At both KS3 and KS4 SRE this is based on the five key concepts of personal identify, healthy lifestyles, risks, relationships and diversity. Additionally, the key skills of critical reflection, decision making, managing risk, developing relationships and working with others are also covered. Finally, the range and content includes: positive relationships, emotional change, sexual activity, different types of relationships, the nature and purpose of marriage, and where and how to obtain health information and parenting skills. For full content see appendix 1.

### The impact of Pornography

Pupils should understand that pornography shows a distorted image of sex and relationships including perfect bodies and exaggerated sexual prowess; and that it can depict a lack of communication about choices, sexual consent and contraception, which can be worrying, confusing and frightening and make young people feel pressurised to behave in certain ways. Teaching should emphasise that pornography is not the best way to learn about sex because it does not reflect real life. Pupils must also learn that some pornography (such as child pornography) is illegal.

SRE should enable all young people to understand pornography's influence on gender expectations of sex and the stereotyping in some media images. It should also build on earlier learning about relationships, body image, consent and gender. Teachers can focus on the role of peer influence in young people's lives, the importance of not pressuring or coercing a partner to look at pornography or imitate behaviours in it. This will be addressed under the themes of Relationships in KS3 (linked to the idea of sexual bullying and sexting). This will be revisited in KS4 under the theme of Living in the Wider World with an empathises on body image, consensual relationships and the issues of stereotyping and gender roles.

### SRE organisation

The coordination of the SRE programme of study is the responsibility of the PSCHE coordinator. At Pittville it is important that SRE be taught by teachers who have the necessary knowledge and teaching expertise and who want to participate. The programme

of study will be delivered during the timetabled PSCHÉ sessions. Where specialist knowledge or training is required a specialist team will deliver the programme with the support of external agencies where appropriate. External agencies will be utilised to provide specialist knowledge, experience and resources, to build relationships between age appropriate services and provide curriculum enrichment.

#### Monitoring, evaluation and assessment.

The PSCHÉ coordinator will plan the SRE curriculum and will observe the delivery of sessions. SRE assessment involves knowledge and understanding and the ability to explore values and attitudes. The SRE programme of study will be assessed through a wide range of opportunities (for example: presentations, role play, simulation, devising a quiz or board game for younger people, preparing a display, a video or a web site). Pupils will also peer assess work as required. The pupil survey data in Year 8 and 10 will measure the impact of the programme of study.

#### Dealing with sensitive issues

The law states that there is no prohibition on the teaching of sensitive issues in schools. Within the Pittville programme of SRE sensitive issues will include (but is not limited to): abortion (in liaison with RE Department); the use of contraception; cultural attitudes towards sex; sexually transmitted infections including HIV; and gender identity including homophobia). It is essential that staff not air their own opinions or prejudices about these issues.

#### Confidentiality

The SRE programme of study can lead to student disclosures. During the SRE programme of study it is important that students learn that it is not appropriate to make very personal disclosures. If personal disclosures are made the school confidentiality policy must be followed. If a disclosure is made regarding the practice or contemplation of underage sex staff can offer no guarantee of absolute confidentiality and any concerns should be discussed as soon as practicably possible with the Designated Safeguarding Lead. Students need to be reassured that if confidentiality has to be broken, they will be informed first and supported as appropriate. If they are having sex or contemplating doing so, students should be reminded that the age of consent is 16 for heterosexual and same sex and encouraged to discuss this with a trusted parent/carer/ or other older family member. Pupils do have the right to access confidential advice at school through the school nurse or counsellor, even if their parents have exercised the right to withdraw their child from formal SRE.

#### Parents and carers

Parents and carers have the right to withdraw their children from any SRE taught outside the statutory national curriculum. Pittville will ensure that parents and carers understand the right to withdrawal and how to exercise it.

## Monitoring and review

The programme will be monitored throughout the year to reflect the changing nature of the school, local and national contexts. In addition, the programme will be amended on a yearly basis, as required, to reflect the data from the pupil online survey. The SRE policy will be reviewed triannually by SLT and governors.

### Appendix 1

Learning outcomes for SRE for Year 7 pupils

By the end of year 7 pupils will be able to:

7.1 Look after their bodies during puberty including managing personal hygiene, menstruation and wet dreams

7.2 Manage the range of emotional changes that take place during puberty in a positive way (including feelings of attraction to the same or opposite sex)

7.3 Have the ability to express emotions and empathise with others

7.4 Talk with and listen to peers and adults

7.5 Make and keep friends of the same and opposite sex

7.6 Be assertive amongst their peer group

7.7 Use strategies to resolve disagreements peacefully

7.8 Recognise stereotyping and begin to challenge it appropriately

7.9 Make decisions independently and resist pressure e.g. to become involved in bullying, sexual activity or smoking

7.10 Recognise when they and others need help and access support appropriately

By the end of year 7 pupils will know and understand:

7.11 How the physical and emotional changes that take place at puberty affect boys and girls and that there is a range of physical development and emotional responses which are normal

7.12 The biological aspects of menstruation, conception and reproduction

7.13 How to keep physically and emotionally healthy

7.14 That gender does not have to be rigidly defined (there are different ways to be male and female) and that stereotyping can have a negative impact

7.15 That the Equalities Act makes it clear that discrimination including homophobia, is unacceptable and against the law and this is reflected in school policy

7.16 Where to get help including in school, family, local and national support services

7.17 Young people's rights and responsibilities

7.18 The school policy and guidance on confidentiality and making personal disclosures

7.19 How to keep themselves safe when using the internet and chat rooms

By the end of year 7 pupils will have explored / considered:

7.20 What makes a good friend and a positive family

7.21 The unacceptability of bullying

7.22 The fact that families are different and respect those differences

Learning outcomes for SRE for Year 8 pupils

8.1. Give and receive compliments and constructive criticism and recognise how others see them

8.2 Challenge all kinds of prejudice and bullying behaviour amongst peers appropriately

8.3 Empathise with others including parents or carers and people different from themselves

8.4 Be assertive and negotiate positive peer relationships

8.5 Seek appropriate help and support for themselves and friends when needed

8.6 Think critically on health-related issues to support positive decision making

8.7 Recognise and manage the emotions associated with the changing nature of relationships with peers and within families, including as a result of divorce and bereavement

8.8 Present their personal values and beliefs appropriately

By the end of year 8 pupils will know and understand:

8.9 The names of the different parts of the sexual organs and their functions

8.10 Basic information about conception, contraception, the range of safer sexual practices and the risks of early sexual activity

8.11 How the media influences attitudes to health and health behaviour

8.12 The concept of sexual orientation as a spectrum which includes homosexual, bisexual and heterosexual and that everyone will identify as being somewhere on this spectrum and that their position may change

8.13 The importance of caring relationships and positive friendships for everybody

8.14 The age of consent for all sexual orientations and that the majority of young people do not have sex before they are 16

8.15 The risks related to alcohol use

By the end of year 8 students will have explored / considered:

- 8.16 How our physical, mental, sexual or emotional health can affect our lives
- 8.17 The need for commitment, trust and love in meaningful relationships, including marriage and civil partnerships
- 8.18 What influences their own behaviour, choices and self-image
- 8.19 Issues related to gender and sexual orientation including sexism, homophobia, bi-phobia and transphobia
- 8.20 When young people may be ready for sexual activity and the benefits of delaying first sex (for all sexualities)
- 8.21 Risk-taking, including the consequences of their personal choices on themselves and others

Learning outcomes for SRE for Year 9 pupils

By the end of year 9 students will be able to:

- 9.1 Recognise when pressure from others threatens their personal safety and wellbeing
- 9.2 Use assertive skills to resist pressure
- 9.3 Recognise that actions have consequences, and when and how to make compromises
- 9.4 Negotiate within all forms of relationships including the use of contraception and delaying sexual activity
- 9.5 Challenge prejudice, stereotyping and discrimination including homophobia, bi-phobia and transphobia
- 9.6 Access appropriate support services when needed
- 9.7 Take responsibility for their own health, safety and behaviour towards others now and in the future

By the end of year 9 students will know and understand:

- 9.8 Different methods of contraception, including emergency contraception, and where to access them
- 9.9 How HIV and STIs are transmitted, how they can be treated and where to get tested
- 9.10 How to use a condom correctly
- 9.11 The facts about abortion
- 9.12 The impact of bullying, prejudice and discrimination including homophobia, bi-phobia and transphobia
- 9.13 The risks and effects of alcohol and illegal drug use

By the end of year 9 students will have explored / considered:

9.14 The changing nature of, and pressure on, relationships with friends and family, including the responsibilities of having children

9.15 Attitudes towards risk-taking and personal safety, including the use of the internet

9.16 Their own self-esteem and how they could develop it

9.17 The importance of self-respect and what makes a respectful relationship

9.18 Religious views on contraception

9.19 Prejudice, discrimination and stigma including that faced by people living with HIV

9.20 How their own personal life experiences and circumstances have impacted on and shaped their lives, and how this is different for everyone (for example growing up lesbian, gay or bisexual, being a carer)

Learning outcomes for SRE for Year 10 pupils

By the end of year 10 students will be able to:

10.1 Talk about relationships, including sexual relationships, and feelings to a parent or carer, friend or partner, support or counselling service

10.2 Negotiate the relationships and friendships that they want and make them feel good (inclusive of all sexual orientations within the spectrum of sexuality)

10.3 Manage praise and criticism in a positive way

10.4 Challenge prejudice, bullying, homophobia, bi-phobia and transphobia effectively

10.5 Use assertiveness skills to resist unhelpful pressure and negotiation skills to keep themselves safe

10.6 Assess situations for risk

10.7 Seek confidential health advice from advisory and support agencies if needed

10.8 Support friends in accessing the help they might need

By the end of year 10 students will know and understand:

10.9 The range of contraceptive choices available including longer-acting reversible contraceptives

10.10 The long and short term consequences of unprotected sex and about safer choices they can make including delaying sex until they are genuinely ready

10.11 The health risks of alcohol, tobacco and other drug use related to sexual activity and pregnancy

10.12 How to access sexual health and support services including overcoming possible barriers to access

10.13 The options available for unplanned pregnancy including abortion and the realities of life for young parents

10.14 A range of methods for keeping themselves and others safe

By the end of year 10 students will have explored / considered:

10.15 Their personal identity and personal assumptions about people who are different

10.16 Coming out as a lesbian, gay, bisexual or transgendered young person

10.17 The impact of self-esteem and self-confidence on personal relationships

10.18 Why loving and caring are important to relationships

10.19 The benefits of a stable marriage or partnership in bringing up children

10.20 The arguments around legal and moral issues such as abortion, contraception and the age of consent

10.21 Attitudes to and possible consequences of binge-drinking

10.22 Rights and responsibilities in sexual relationships

Learning outcomes for SRE for Year 11 pupils

By the end of year 11 students will be able to:

11.1 Have the skills and confidence to stand up for their beliefs and choices

11.2 Show respect and empathy for others and advocate for those who are vulnerable

11.3 Identify and manage the depth of feelings within close relationships

11.4 Make informed choices about aspects of their lifestyle which would promote wellbeing and healthy relationships including delaying or stopping sexual intercourse

11.5 Recognise the influences and pressures, including from the media, around sexual behaviour and respond appropriately

11.6 Take responsibility for personal behaviour including seeking professional advice confidently

11.7 Identify how the effective management of feelings and emotions supports decision-making and risk management

By the end of year 11 students will know and understand:

11.8 What domestic and dating violence in all relationships means and the impact on emotional health and wellbeing and positive sexual health

11.9 The link between eating disorders and self-image

11.10 Where to find information, advice and services such as Chlamydia screening

11.11 The statutory and voluntary organisations which offer support in human relationships  
e.g. relate

By the end of year 11 students will have explored / considered:

11.12 What makes a healthy (sexual) relationship and readiness for a sexual relationship

11.13 Their developing sense of sexual identity and feel confident and comfortable with it

11.14 That people have different needs in relationships and respect these

11.15 The consequences of close relationships including having children and how this will  
create family ties which impact on their lives and those of others

11.16 The issues relating to the use of the internet, including pornography

11.17 Power and exploitation in personal relationships

#### Linked Policies

Safeguarding

Behaviour

PSCHE

SEND

Equality and Diversity

Anti-bullying

Drugs

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