

Reading Girls' School



Sex and Relationship Education Policy



**Business &
Enterprise**

May 2014

Staff/Governors responsible for producing policy – PSHE Co-ordinator, Teaching Staff, Senior Management, Governors.

Policy Formation

This document has been produced in response to:

- The Education Reform Act 1988
- Framework for PSHE September 1999
- Section 241 (2) Education Act 1993
- Sex and Relationship Education Guidance DFEE 0116/2000
- The Governing body of Reading Girls' School who have a legal obligation to make and keep up to date a written statement of policy on Sex Education.

The policy reflects some of the existing aims of the School and those of the Sex and Relationship Education Guidance.

- It will be reviewed regularly as part of the PSHE on-going curriculum review process within the School and discussed with the Governors' if changes are thought to be necessary.

The Value of Sex and Relationship Education

Education is about preparing students "for the opportunities and experiences of adult life". ERA Part 1 Chapter 1 (2).

Sex education is an important and integral part of this statutory entitlement.

Before reaching adulthood, students will go through a number of physical, emotional and social changes in their lives. They will be bombarded from an early age and from many sources with messages, information and myths as well as facts about sexuality, sexual health, relationships and growing up. It is important that students are given the opportunity to explore these issues through a Sex Education programme. It is essential that young people develop the skills to enable them to take control over their own sexual health and identity and become responsible and informed citizens.

Sex and Relationship Education will be taught within the PSHE and Citizenship framework.

- The programme will present facts in an objective, balanced and sensitive manner set within a clear framework of values. It will be tailored to the appropriate age and understanding of the students so they can view their development and relationships in a responsible and healthy manner. There will be sensitivity in the delivery of the material to ensure that no offence occurs to those whose culture values vary.
- Students will be encouraged to appreciate the value of a stable family life and marriage. They will be made aware of the responsibilities of parenthood. They will be encouraged to consider the importance of self-restraint, respect for themselves and other, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. Students should be enabled to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must have responsibility in sexual matters. They will also be made aware of the financial implications of having a child, and that it will have a major effect on their life.

Sex and Relationship Education Policy Statement

At Reading Girls' School Sex and Relationship Education is concerned with:

- Attitudes and Values

- Personal and social skills
- Knowledge and understanding in relation to ourselves and others

In relation to ourselves and others, we ensure that Sex and Relationship Education:

- Contribute to the promotion of spiritual, moral, social and cultural education
- Is provided for all registered students, including those with physical, learning or emotional difficulties
- Encourages the exploration of values and moral issues about sexuality, sexual health, growing up, stable relationships and family life
- Develops self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experiences

Reading Girls' School endeavours to support each student academically and pastorally at a level appropriate to their needs, enabling students to develop the skills to take control over their own sexual health and identity, and become responsible and informed citizens.

Schemes of work are presented in an objective, balanced and sensitive manner, set within the clear framework of values and an awareness of the law on sexual behaviour. It is acknowledged that some students may come from backgrounds that do not reflect all such values of experiences. However a strong emphasis is placed on helping all students to feel a sense of worth and raise their own aspirations. Reading Girls uses the authority wide approved Kaleidoscope schemes of work for Key Stage 3, which covers all the required topics.

We respect the legal right of any parent wishing to withdraw their child from any/all Sex and Relationship Education not part of the National Curriculum (section 405).

We will make available a copy of this statement to parents who request one and for inspection.

The broad programme of Sex and Relationship Education at Reading Girls' School seeks to promote those values, which are common to all faiths and societies with a respect for human life and dignity.

Knowledge

1. Describing
2. Understanding
3. Responding

Sex and Relationship Education Content Headings:

Values, gender roles, hygiene, friendship, love, adolescence, dating, lifestyles, contraception, reproduction, childbirth, parenthood, relationships, birth, commitment, marriage, sexually transmitted diseases, HIV/Aids, medical ethics, stereotypes, equal opportunities, health issues, homosexuality and homophobia citizenship.

Attitudes

Curiosity
Open mindedness
Critical mind
Tolerance
Self-confidence/self-esteem
Self-awareness
Consideration
Commitment
Appreciation

Skills

Enquiry
Communication
Empathy
Reasoning
Decision making
Mediation
Negotiation
Assertiveness

Sex education plays an important and vital part in bringing breadth and balance to the curriculum, it contributes to and implements the:

- Education Reform Act 1988 (Section 1) to
 - (i) promote the spiritual, moral, cultural, mental and physical development of students
 - (ii) prepare students for the opportunities, responsibilities and experiences of adult life.

Requirements of the National Curriculum Science orders, attainment target 2: Life and Living Processes

- DFE guidelines on HIV / Aids
- DFE guidelines on drug misuse
- PSHE framework 1999
- DFE Framework on Relationship Guidance (0116/2000)
- Education Reform Act 1993 section 241 (2) “to make provision for sex education for all students registered at the school, including education about HIV/Aids and other sexually transmitted diseases”.
- The National Healthy School Standard
- DFE National Curriculum for Citizenship
- Spiritual and Moral Development 9 NCC (1993)

Aims

- To implement the ERA 1988 which states schools should provide a curriculum which promotes the spiritual, moral, cultural, mental and physical development of students, and which prepares students for the opportunities, responsibilities and experiences of adult life
- To raise students’ self-esteem and self-confidence to enable them to make informed and realistic choices about their future roles in society
- To enable each student to form a set of moral values and to develop self-discipline in order to become responsible and considerate adults
- To ensure that all sex and education provided will “encourage students to have due regard to moral considerations and the value of family life”.
- To develop an awareness of and respect for and sensitivity to other people’s beliefs, ideas and opinions, yet to be resilient and robust in acknowledging challenges.

Reading Girls' School aims to promote the physical, moral and emotional development of students by awakening their realisation of, awareness of and commitment to themselves and the wider community.

Objectives

- To enable students to make responsible and well-informed decisions about their lives
- To help and support students through their physical, emotional and moral development
- To help students to respect themselves and others and to move with confidence from childhood through adolescence into adulthood
- To encourage students to develop and maintain a level of self-esteem and independence which will motivate them to value their welfare and take appropriate care of themselves, to resist pressures and influences that they may encounter
- To deliver appropriate health related knowledge, helping to develop the skills and understanding to use it so that students can manage their sexuality and relationships in a healthy manner
- To allow opportunities for students to acquire the personal and inter-personal skills necessary for coping with their roles in society. These skills will include seeking, selecting and evaluating information, critical thinking, decision making, communicating, resolving conflict and assertiveness
- To recognise and celebrate the importance of the role of the family in bringing up children and to appreciate the needs of individual family members
- To promote attitudes and behaviour which contributes to personal, family and community health and safety
- To promote attitudes to equal opportunities and life in a multicultural society by dealing sensitively with values, cultural and religious beliefs, thus enabling choices to be made with an absence of prejudice
- To give students an understanding of how the Law applies to sexual relationships and behaviour
- To ensure students are aware of the financial implication of their behaviours.

Content themes of Sex and Relationship Education in the curriculum

Key Stage 3 Personal, Social, Health Education and Citizenship 'Kaleidoscope'

Year 7

Male and female body parts

Reproduction

Menstruation

Year 8

Relationships – friendships

Self – esteem

Year 9

Relationships – male/female

Contraception

Sexually Transmitted diseases

Sexual stereotyping

National Curriculum KS3 Science covers

- a) that fertilisation in humansis the fusion of a male and female cell
- b) about the physical and emotional changes that take place during adolescence
- c) about the human reproductive system, including the menstrual cycle and fertilisation
- d) how the foetus develops in the uterus
- e) how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4

Year 10

Image and lifestyle

Responsibility for Sexual Health

Sexually Transmitted Diseases

Year 11

Personal wellbeing

Marriage and relationships

National Curriculum KS4 Science covers

- a) the way in which hormonal control occurs, including the effects of sex hormones
- b) some medical uses of hormones, including the control and promotion of fertility
- c) the defence mechanisms of the body
- d) how sex is determined in humans

Equal Opportunities

Sex and Relationship Education at Reading Girls' School aims to be relevant and accessible to all students. It recognises, respects and celebrates their differences and supports the

individual in their own identity. Care is taken not to undermine beliefs. Sensitivity is employed when selecting resources to ensure that they reflect cultural diversity and do not offend any students.

Whilst information is a vital component of sex and relationship education it should take its appropriate place alongside skills development and the exploration of attitudes and values. Self-esteem is an important part of the process by which students develop their own attitudes and values towards sex and sexuality. It is therefore essential that the students own identities are supported and valued and that cultural diversity is presented as the norm.

To ensure high quality provision for all

- We begin with the students showing sensitivity to religious values and cultural beliefs
- We are prepared to ask the students what they want, what they feel, how they resolve / don't resolve issues in every day life
- We review resources (do they exclude any students, do they adopt a specific perspective, are they flexible and do they appeal to a variety of students?)
- We monitor and evaluate the programme of work and respond in a positive way
- Teaching and learning takes place in teaching sets in line with the English sets with students of similar ability

Organisation of School Sex and Relationship Education

Co-ordinator – Head of PSHE/Citizenship

Training Provision and Staff development

The Co-ordinator has responsibility for providing leadership and support to all staff teaching PSHE through:

- Evaluating the work of colleagues with due consideration to content, method, home, policy, marking, examination, offering advice, constructive criticism, encouragement and praise as appropriate
- Involvement in the disciplining of students and giving support in matters of classroom management
- Keeping staff informed of current development in content and methods in the subject
- Holding departmental meetings, and ensuring two-way communication within the department, between senior staff and other HoDs.
- To delegate tasks within the team i.e. responsibility for organising external visits/speakers, putting up displays at parents evenings, assisting in the piloting of initiatives, can go some way to helping staff to feel valued and contributes to their personal and career development.

Teaching and Learning Strategies

Staff use teaching and learning strategies which:

- Consider attitudes and values
- Provide comprehensive, unbiased and accurate information about topics
- Develop self-esteem and assertiveness
- Develop essential skills e.g. communication, negotiation and decision making
- Make available advice and support which is relevant and appropriate to the needs of stages of the students

- Start where the young people are
- Identify misconceptions and correct them

It is vital that the “climate” in the classroom enables students and staff to feel non-threatened and secure and that there is an honest interchange of ideas. Setting boundaries and rules, which have been negotiated by all concerned, brings this about.

The use of active learning techniques ensures all students are offered a variety of educational opportunities. These enable students to gain knowledge and understanding, develop and practise skills, explore values and attitudes.

- Use of video
- Thought showers – spontaneous lists of ideas which often highlight areas of interest and concern
- Small group work – working in pairs or small groups enabling all students to feel valued and share ideas
- Research and small project work – individual students can select part of a specific brief and take responsibility for presenting their work to a wider team, thus presenting the complete activity/brief
- Role play/drama – allows students to take on and explore the feelings, values and opinions of a character other than their own. It is essential to de-brief / de-role after using this technique, this allows the student to reflect upon issues concerned
- Use of ICT to facilitate research and production of written assignments and group presentations
- Close work with local agencies to deliver specialist information.

Learning Outcomes

By the end of Key Stage 3

Students will be able to:

- Manage changing relationships
- Recognise the risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop the skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Students will know and understand

- That fertilisation in humans is the fusion of a male and female cell
- The physical and emotional changes that take place in adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation

- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- How the media influence understanding and attitudes towards sexual health
- How good relationships can promote mental well being
- The law relating to sexual behaviour of young people
- The sources of advice and support
- About when and where to get help, such as at a genito-urinary medicine clinic

Students will have considered

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibility mean in relationships
- How their sexual behaviour can have an adverse financial affect on their future.

By the end of Key Stage 4

Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently and seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote well-being
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves

Students will know and understand

- The way in which hormonal control occurs, including the effects of the sex hormones
- The defence mechanisms of the body
- How sex is determined in humans
- How HIV and other sexually transmitted infections affect the body
- The risk of early sexual activity and the link with the use of alcohol
- How the different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by both their personal values and those of their family and society
- How to respond appropriately within a range of social situations
- How to access the statutory and voluntary agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment

Students will have considered

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and these can be a joy or benefit to both
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

Sensitive Issues Statements

Avoiding sensitive or controversial issues does not make them go away and leaves young people confused and at risk.

How sensitive issues are dealt with i.e. teacher style and methods used is crucial. Such issues are presented in a broad and balanced way, free from sensationalism and personal bias, and sensitively pitched to the level of students' needs and experience. The use of "ground rules" helps create a supportive climate for discussion and a group which demonstrates trust and confidentiality, respect for privacy, respectful listening to the opinions of others, care and compassion. Sensitivity to religious beliefs is an important dimension.

- Contraception – teachers may give information about contraception without parental consent but not personal advice to individual students under 16 years of age. Teachers must advise students to seek advice from parents, medical practitioners, counselling services
- HIV/Aids – students of all ages need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviour. All can learn there is no danger from people with AIDS in any normal social situation. All need to learn there are no risky people, only risky behaviours and that anyone, regardless of sexual inclination, is potentially at risk
- Homosexuality –whilst the promotion of homosexuality is not appropriate, objective discussion of homosexuality can take place in the classroom. They are all made aware of the dangers of homophobic bullying.
- Sexual Abuse – any teacher having reason to believe that a student is, or may have been, sexually abused or is at risk of sexual abuse is required to inform the named Child Protection Officer, who will then implement the Child Protection Procedures.

Student Withdrawal Procedure

- Any parent wishing to withdraw their child/children from any aspect of Sex and Relationship Education, except that included in the Science and National Curriculum, must inform the Headteacher in writing of their requests. Alternative provision will be made.

Involvement of Health Professionals/Visitors

- Some aspects of the programme will benefit from the involvement of health professionals and other outside agencies. In these circumstances, they will be made aware of the policy regarding Sex and Relationship Education.

Outside agencies are involved with the setting up of programmes, and are involved in the delivery of sensitive issues or those that need specialist knowledge.

Procedures for Policy Monitoring and Evaluation on Sex Relationship Education

The policy will be reviewed on a regular basis as well as if or when any significant changes occur i.e.

- Government legislation
- National Curriculum
- Staff members of the team
- Update of resources / materials
- Responding to local information
- Changes in the organisation of the timetable
- Response to evaluations

Evaluation

Regular evaluation is a necessary procedure as it:

- Can indicate whether the aims and objectives and content of the policy and programme have been met
- Can identify factors which enable or hindered this process
- Can aid decision making about suitability of resources and programme content
- Can identify changes or development needed
- Can inform and improve future planning and practice

The following is evaluated:

- Process i.e. quality and nature of communication which takes place between teachers and students
- Effectiveness of the planned programme
- Suitability to parents, students and teachers taking account of cultural, religious and age issues.

Methods of evaluation are:

- Structured observations of students working
- Written – formal question/quiz/questionnaires, students progress file, letter of complaint or compliment from parents
- Verbal – group / individual presentations, role play using case studies, interview /telephone call from parents, discussion amongst members of staff/students
- Collages/displays
- Drawings / paintings

Peter Kayes
Chair of Governors