

## **Sandy Upper School and Community Sports College**

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

#### **Rationale**

- To provide all students with an understanding concerning all issues relating to sex education in accordance with both the guidelines laid down by the DFCS 2000 and the Fraser guidelines.
- To ensure that through the process of learning, development of the whole individual is enhanced and the acceptance of their responsibilities and an appreciation of the attitudes and values of today's society is encouraged.

#### **Purposes**

1. To teach the physical aspects of sexual behaviour within a moral and ethical framework.
2. To promote the importance of stable and lasting relationships as a context in which sexual relationships may follow, family life and the responsibilities of parenthood.
3. To provide factual information concerning the legal aspects of sexual activity
4. To provide all students with the awareness and knowledge to cope with peer pressure so they can take a positive stance.
5. To provide information to all students about sexually transmitted infections, HIV and AIDS.
6. To place sexual issues in a broader emotional and ethical dimension addressing sensitive issues such as contraception, abortion and homosexuality.
7. To foster attitudes that will help students to manage their relationships in a responsible and healthy manner.
8. To provide a policy, in consultation with stakeholders, that is fully supported and backed by the Headteacher and Governors.
9. To arrange, where requested, for parents to exercise their right to withdraw their son/daughter from sex and relationship education lessons that are outside science curriculum

#### **How this is provided and by whom**

SRE is delivered largely through Personal Health Social and Citizenship (PHSCE) lessons, with some aspects also covered in Science, RE and PE. Within PHSCE lessons a working agreement is developed with students which fosters a learning environment

where sensitive issues can be discussed in a safe and supportive environment (Appendix 1). SRE in these lessons is delivered by staff who are both competent and confident to do so. (Some staff choose not to teach this aspect of PHSCE). A scheme of work and detailed lesson plans are provided which have been developed in consultation with local authority advisors. Students are encouraged to ask questions in a safe learning environment and may do so anonymously if they wish. Staff are aware that, just as with any other curriculum subject, students level of knowledge and understanding may be very different and the learning and teaching is structured to ensure that individual needs are met.

Schemes of work can be requested from the school and parents should contact the Deputy Head if they have any concerns. An overview of content for each year group is provided in Appendix 2.

### **How this is monitored, evaluated and reviewed**

The Subject leader for PHSCE (and therefore SRE) monitors the work of the department through lesson observations and work samples. S/he meets regularly with the Deputy Head to review both the content and methods of delivery. The scheme of work is reviewed annually by staff and governors and, as a result, may be amended in the light of the needs of the school community.

### **How to withdraw your child from Sex and Relationships Education**

Parents have a right to withdraw their child from these lessons, other than those in the science curriculum. The time of delivery for these lessons will be stated, in advance, so that any concerns from parents can be discussed and they can review resources before hand if needed. Parents wishing to withdraw their child should write to the head teacher to request this in the first instance.

### **Related aspects of SRE**

#### **1. Contraceptive Advice and Guidance**

As a school we work in accordance with the Fraser Guidance. This means that if a young person asks for contraceptive advice, the teacher will refer the student to the year co-ordinator and/or the Deputy Head. They will then be given the advice they require. Although the school will recommend that the student speak with parents or a trusted family member, the decision is ultimately left with the student and the information will remain confidential between the student and staff member

#### **2. Pregnancy**

If a student discloses a confirmed or unconfirmed pregnancy, the staff member will refer the student to the year co-ordinator and/or the deputy head. The student will receive the appropriate advice, support and information and referral where necessary to the relevant health professionals. and this will include the recommendation that they inform their parent/carers asap with the support of the school. However, the decision is ultimately with the student in accordance with the Fraser guidance.

If the student is not pregnant, then they will be offered contraceptive advice and information regarding local clinics that can provide further support.

If it is confirmed that the child is pregnant, appropriate support for continuing education and completing examinations will be provided

Students may remain in school as long as it is considered safe for them to do so for both the mother and child's health; the school reserves the right to make this decision on available medical information in full consultation with the student. Where the child's health is likely to be compromised or where the child does not want to remain in school, then alternative arrangements for their education are made. The local authority offers excellent provision in a special unit for this.

It is our experience that students do eventually inform their parents and that this is usually in the early stages of pregnancy.

This draft policy will be put out to consultation with staff, students, carers and governors during October 2009 before being accepted.

First Implemented					
Review & Evaluation	Rewritten Revised	Staff Resp	Gov S/C	Review Cycle	Signature
	Sept 09	AT		Annual	

## Appendix 1

Working agreement for PHSCE

- Respect for all
- Listen to others
- No personal disclosures
- No personal questions
- No 3<sup>rd</sup> Party disclosures
- Confidentiality

## Appendix 2

### Year 9

- Working Agreement
- Design a partner
- Ask it basket
- Relationships – appropriate relationships
- Sexuality

- Self Image
- Puberty
- When? How? What? – inc. legal aspects
- Contraception
- Abstaining
- Effect of relationships on family and friends
- STI's
- Alcohol and Sex
- Risky Behaviours to do with Sex
- Cybersex and indecent images – What does this mean?
- Where can I get help?

### **Year 10**

- The perfect partner
- 6 th form peer educators – contraception and safe behaviours
- Lesson 3 STIs – consequences of unprotected sex

### **Year 11**

- Unprotected sex- consequences
- Baby borrowers – TV series - evaluation

### **Appendix 3**

The Fraser guidelines (previously referred to as Gillick competence) are used to assess if 'patient' who has not yet reached 16 years of age is competent to consent to treatment, for example with respect to contraception

The following points should be fulfilled:

- the young person understands the professional's advice
- the young person cannot be persuaded to inform their parents or allow the professional to contact them on their behalf
- the young person is likely to begin, or continue having, sexual intercourse with or without contraceptive treatment
- unless the young person receives contraceptive treatment, their physical or mental health, or both, is likely to suffer
- the young person's best interests require them to receive contraceptive advice or treatment with or without parental consent