



## SEX AND RELATIONSHIP EDUCATION POLICY

This policy follows the guidelines of the Parmiterian Ethos as outlined in the Behaviour Policy.

The Policy was reviewed jointly by J Stevens (Deputy Headteacher), C Beary (Life Skills Co-Ordinator), M Stylianou (Head of Religious Studies) and P Hambridge (Head of Biology). A Baker (who has responsibility for the Single Equality Scheme) also contributed.

**Sex and Relationship Education (SRE) has three main elements:**

- ***attitudes and values***
  - learning the importance of values, individual conscience and moral considerations;
  - learning the value of family life, marriage, including same sex marriages, and stable relationships for the nurture of children;
  - learning the value of respect, love and care, regardless of gender;
  - exploring, considering and understanding moral dilemmas;
  - developing critical thinking as part of decision-making;
  - understanding and acceptance of LGBT individuals.
  
- ***personal and social skills***
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict and learning how to avoid exploitation and abuse.
  
- ***knowledge and understanding*** (at appropriate stages)
  - learning about and understanding physical development;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships regardless of gender
  - learning about contraception, and the range of local and national health advice and support services available;
  - learning the reasons for delaying sexual activity and how to avoid unplanned pregnancy.

### **SECTION 1 Provision of Sex and Relationship Education (SRE)**

Some elements of the provision are cross curricular and follow the guidelines of the Behaviour Policy. Students are actively encouraged to develop their personal and social skills in all aspects of school life and to understand respect for others. Specific elements in the curriculum are as follows:

#### **KEY STAGE 3 (11-14 Years)**

##### **National Curriculum Order for Science- the school teaches the national curriculum**

Students are taught:

- that sexual reproduction is a cause of genetic variation;
- how gender is determined in humans;
- about hormonal, physical and emotional changes that take place during adolescence;
- the human reproductive system, including the menstrual cycle and fertilisation;
- how the foetus develops in the uterus, including the role of the placenta;
- about the process of birth;

- to examine steps to avoid unwanted pregnancies;
- to understand the biological aspects of reproduction.

### **Life Skills**

Students are taught:

- about the nature of friendship and how to make and keep friends;
- the changing nature of relationships with friends and family;
- about the role and feelings of parents;
- to recognise that goodwill is essential to positive and constructive relationships;
- to examine risk about STIs including HIV and AIDS;
- about the changes that occur during puberty;
- about contraception and examine the steps that can be taken to avoid unwanted pregnancy;
- about what are the main influences on young people when it comes to sex and how the young people can combat influences and pressures which may not be good for them;
- about consent;
- that some males and females will be attracted to same sex partners.

### **KEY STAGE 4 (14-16 years)**

#### **National Curriculum Order for Science**

Students are taught:

- the way in which hormonal control occurs including the effects of sex hormones;
- that sexual reproduction is a cause of genetic variation;
- how gender is determined in humans;
- roles of hormones in the control of the menstrual cycle;
- the use of hormones in control of fertility
  - oral contraception;
  - IVF treatment;
- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;
- to examine steps to avoid unwanted pregnancies.

### **Life Skills**

Students are taught:

- to understand aspects of British law relating to sexual behaviour;
- to be aware of exploitation in relationships;
- about the risks of early sexual activity including pregnancy and sexually transmitted infections;
- how/where to obtain sexual health advice;
- to think about short term and long term consequences of relationships;
- to be able to talk about relationships and feelings;
- to seek professional advice confidently;
- the reasons for looking after their sexual health;
- to be aware of gender confusion and different types of sexuality in society;
- LGBT History and relationships; equal rights of LGBT.

### **Religious Studies (GCSE)**

All students at Parmiter's will take the EDEXCEL Short Course in Religious Studies. This course will include the following areas which have direct relevance to the Sex and Relationship Document O116/2000 issued by the DfEE.

- Year 10: Marriage and Family Life:

This will include studying Christianity and one other religion in relation to marriage, family life, traditions and the practice of the faith within the home. Students will explore the attitudes to sex before marriage, the value of family life, types of family units, changing UK and religious attitudes and how different faith communities have dealt with the breakdown of relationships within marriage. They will also study religious attitudes to homosexuality and contraception and consider why different attitudes exist.

- Year 11: Matters of Life and Death:  
This will include the study of the nature of abortion in Christianity and one other religion. Concepts such as the sanctity of life, arguments supported by faith communities, individual choice and UK legislation will be studied within the unit.

The RS department has always sought to encourage an atmosphere of mutual respect between staff and students. As moral issues are covered throughout the GCSE courses, it is important that all students are able to develop their own viewpoints, reflect, empathise, develop critical thinking and develop their ability to evaluate in a mature manner, taking into account both religious and secular viewpoints.

In Year 10/11, where possible students also receive a talk by a speaker from the charity “Girl About”, a teenage pregnancy crisis centre, a charity supported by churches. This will be about issues relating to abortion

- A Level: Philosophy and Ethics, AS Applied Ethics  
Sex and sexuality in the 21<sup>st</sup> Century including: same sex relationships, social media on sexual behaviour; the effects of society, peer pressure in sexual ethics.

## **SIXTH FORM**

The Liberal Studies programme has a number of sessions relevant to Sex and Relationships, including specific material on sexual health. In addition, students are given an assembly specifically on the latter with the option of a drop-in meeting during the rest of that day, or subsequent days. There is also the option to take a chlamydia test.

### **SECTION 2 Monitoring and Evaluation of the Provision**

The provision is monitored by the Life Skills Co-ordinator, The Head of Science and the Head of Religious Studies.

### **SECTION 3 Parental Right to Withdraw Students**

Parents have a right to withdraw their children from all or part of the SRE programme excluding those parts included in the Statutory National Curriculum. Parents should write to the Headmaster registering this withdrawal.

### **SECTION 4**

#### **Confidentiality and Advice**

Young people under the age of 16, including those under 13, can seek advice and information in confidence. Health professionals, teachers and Youth Connexions personal advisors can provide sexual health care and advice if the purpose is to:

- a) protect the physical safety of the child;
- b) prevent the child from becoming pregnant;
- c) protect the child from sexually transmitted infection;
- d) promote the child's emotional well-being by giving advice.

General health, relationships and sexual health information may be passed to parents and students when available or as requested.

Confidentiality can only be breached in exceptional circumstances where the health, safety or welfare of the young person or others would be at grave risk.

**As a school we will support LGBT students including transgender and transsexual individuals. This will include involving appropriate bodies such as Stonewall and Gender Intelligence.**

## **SECTION 5**

### **The School Matron**

- will not issue emergency contraception i.e. the morning after pill;
- will support a student needing to seek medical help.

Students will be reassured that if confidentiality has to be broken, they will be informed first and then supported as appropriate.