



Westfield
School



Sex & Relationships Policy

CSM

This policy has been produced in conjunction with the latest guidance.

A ASHMORE
Spring 2016
Review Spring 2017

Aim:

Students gain the knowledge, skills and understanding to make positive decisions about their own relationships and lives, and about their safety and that of others.

DFE guidance defines SRE as:

“Lifelong learning about physical, moral and emotional development; love and care and about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Its three main elements are; attitudes and values, personal and social skills, knowledge and understanding” (DFE 2000)

Objectives:

- To ensure that all sex education is set within the context of positive relationships.
- To provide clear, coherent and precise sex and relationships education. This should build year on year to develop and reinforce knowledge so that SRE is an integral part of the lifelong learning process.
- To provide extra support for DSEN and other vulnerable groups of students to make sure that their understanding is sound. This is especially important since they can be amongst the most vulnerable and are often more open to exploitation than others.
- To provide appropriate training and support to all relevant School staff.
- To support the School’s Healthy Schools Status.
- To work with outside agencies to reduce teenage pregnancy and STI’s.

Background:

According to the National Youth Parliament; four out of ten young people say they received no relationship education at school. This statement is echoed by the Sheffield Youth Council. The review of SRE in schools by the Advisory Report by the Drug Alcohol Education Group recommends that clear and explicit sex and relationships education discourages teenage pregnancy and the incidence of STI’s. STI’s are a national concern.

There is no evidence in the literature to suggest that teaching about sex and relationships encourages young people to experiment sexually or encourages promiscuity. Evidence from the NHS suggests that good high quality SRE when linked to confidential sexual advice services is shown to delay the start of sexual activity. It is our intention therefore to make sure that all students receive enough information throughout the five years of compulsory education to allow them to make more informed decisions about relationships.

All students develop differently and have different needs at different ages. It is our aim to provide information before we think students will need it so that they are not in the future caught out in a situation they are not prepared for.

Delivery:

A wide range of staff teach Personal, Social, Health and Citizenship Education and as a result clear guidance is offered via the scheme of learning and lesson plans. Resources are available for review by any interested party. Advice and assistance are available from the School Nurse (MAST) and the Pastoral Management team.

Consultation with Parents/Carers:

Parents/Carers will be consulted via Parents Evenings; resources will be available for parents/carers to review at that meeting.

Parents/carers are notified when students begin a unit of work on Sex and Relationships. It explains parents'/carers' right to withdraw their child(ren) and suggests that they should get in touch with the School if they have any concerns. Parents/carers have the right to withdraw their children from SRE. (Learning and Skills Act 2002). This can be done via the school's parent portal. Teaching staff also have the right not to teach SRE if they have religious or moral objections.

Consultation with students:

This will be through the School Council. Students will be encouraged to read the policy and to use their own experience of lessons to offer suggestions.

Staff Guidance:

Make sure you are comfortable with the content of the lessons. If you are not, seek advice from Alex Goddard or Anne Ashmore.

Establish clear guidelines with students before beginning:

- **Do** promote sexual activity in the context of a loving relationship.
- **Do** point out the law on sex,
- **Do** celebrate diversity.
- You **cannot** legally give out contraception without training or advice on personal matters e.g. whether a young person should use contraception etc. – direct to an outside agency or identified members of the pastoral team.
- You **must** count in condoms, wrappers and all demonstrators.
- You **cannot** use in date condoms.
- **Do** establish with students that they discuss issues through the materials and that they don't make personal disclosures or ask you to mediate in discussion.
- **Do not** be tempted to use your own experience as an example – distance yourself personally.
- **Do** encourage students to listen to each other carefully.
- **Do** encourage all students to show respect for comments made by others.
- **Do** buy time if there is something you are not sure of.
- **Do** agree terminology to be used in the classroom. Clarify terms and build vocabulary to encourage students to use appropriate and accurate terms rather than the more pejorative language that might arise.
- **Do** signpost appropriate sources of advice and help in school, ie. Identified members of the Pastoral Team.

If a disclosure is made then do not guarantee confidentiality – immediately refer to the school's safeguarding policy.

Sensitive Issues:

Homosexuality and trans-gender issues are likely to be real for some of our students. They should be treated with sensitivity and intolerant attitudes discouraged. Faith, religion and cultural diversity will be celebrated so that SRE is provided within a holistic context of personal well-being.

Recent research shows the increasing trend towards friends and school as major sources of information about sexuality and sexual behaviour or young people.

Friends are not always a reliable source and it is there for essential that we optimise our role.

In the past, research into young people's perception of sex education at school was that there is too little too late and that the emphasis is too biological. We have tried to develop a programme that talks about sex in the context of positive relationships. We have also tried to emphasise the need for responsibility in sexual relationships, responsibility for yourself and for your partner.

Topics covered within PSHCE lessons and whole school events:

KS3 - Year 7	Objectives
Puberty	Students understand the physical changes which take place at puberty. Students know the differences between male and female body parts. They are aware of the need for privacy and when behaviour can be described as inappropriate.
Friendships	Students compare different relationships and the nature of true friendship.
Staying safe online	Students understand the risks involved with social media and online activity via Tutor Time activities and E safety Assembly.
KS3 - Year 8	Objectives
Teen Pregnancy	Students are able to understand the difference between the myths and the facts.
Relationships	Students consider the pressures of having a boyfriend or girlfriend. How to make sure that each person is treated with respect.
Assertiveness – I am ready for Sex?	Students learn that it is important not to be pushed into a situation they are not comfortable with Students have the chance to practice saying what they think in an assertive way.
Contraception	Students learn about what contraception is and explore the different types available.
Staying safe	Students learn how to recognise dangers both online and in the wider community and also the legal consequences of inappropriate relationships and behaviours via the 'Watch Your Image' presentation. This also covers grooming, CSE and radicalisation.

KS3 – Year 9	
Love, sex and consent	Students understand the difference between love and sex and what consent means, and the laws surrounding consent.
Sexting and porn	Students understand the dangers associated with these and understand the nature of a normal loving relationship as opposed to the pornography they are potentially exposed to online (Pastoral Team and PC Elshaw, our Police Liaison Officer)
Staying safe	Students learn how to recognise dangers both online and in the wider community and also the legal consequences of inappropriate relationships and behaviours via the 'Watch Your Image' presentation. This also covers grooming, CSE and radicalisation.
STI's	Students will know that unprotected sex can lead to STI's They will know some of the characteristics of common STI's They will know how AIDS can affect those involved – to include the family and friends of sufferers. They will know how to prevent STI's.
KEY STAGE 4	OBJECTIVES
Irise Charity:	Students explore the issue of Gender Inequality
Reality of teen babies	Students explore the issues surrounding being a teen parent
Making the right decisions about sex	Students are educated and empowered to make informed decisions about sex and relationships. This programme is run by Sexpression:UK which is a student-led independent charity.
Abortion	Students explore the ethical issues surrounding abortion as well as abortion and the law
Parenting	Students explore key parental qualities and responsibilities. What makes a good parent?
Staying safe	Students learn how to recognise dangers both online and in the wider community and also the legal consequences of inappropriate relationships and behaviours via the 'Watch Your Image' presentation. This also covers grooming, CSE and radicalisation.