

## **Blackburn with Darwen L.A.**

### **St. Thomas's Centre**

<p><b>Sex and Relationship Education Policy (SRE)</b></p>
---

In the Government's Paper "The Importance of Teaching" published in November 2010, it is stated that children need high quality sex and relationships' education so that they can make wise and informed choices and the government promises to work with teachers, parents, faith groups and campaign groups to improve SRE. Therefore the most up to date legislation is still the Education Act (1996) and the Learning and Skills Act (2000).

A consultation process has involved:

- Review of SRE curriculum content and provision including PSHE provision, involvement of the school nurse and Brook Clinic.
- Consultation with school governors.

### **3. Sex and Relationship Education at St Thomas' Centre.**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **4. Principles and Values**

In addition we believe that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

- Be an entitlement for all our students.
- Encourage every student to develop communication skills that contribute positively to both the school and the wider community.
- Be supportive towards family commitment and love, respect and affection, knowledge and openness.
- Be aware that family is a broad concept and includes a variety of types of structure.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents have a key role in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education should be considered in conjunction with the PSHCE has three main elements:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, marriage and partnership;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;

- developing an appreciation of the consequences of choices made;
- managing conflict and being able to utilise restorative justice where appropriate;
- empower students with the skills to be able to avoid inappropriate pressures or advances.

### **Knowledge and Understanding**

- learning and understanding of physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## **5. Aims**

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Develop understanding of the arguments for delaying sexual activity through debate and discussion.
- understand the reasons for having protected sex.

- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

## **6. Organisation and Content of Sex and Relationship Education**

Sex and Relationship Education is delivered through its PSHCE Programme, Tutorial and Science lessons at KS1,2 KS3, and KS4.

By the end of Key Stage 1, pupils will have had opportunities to experience/develop skills in:

- Building and maintaining healthy relationships
- Seeing the effect of their behaviour on other people
- Identifying and respecting differences between people
- Different ways in which family and friends care for one other
- Ways of keeping clean
- Naming the main parts of the human body
- Understanding that people grow from young to old

In Key Stage 2/3, pupils will have had the opportunities to experience/develop skills/awareness of:

- Expressing their views and respecting the views of others
- Understanding some of the body and emotional changes that occur at puberty and how they can deal with these in a positive way
- Making judgements and decisions
- Resisting negative peer pressure around issues affecting their health and well being
- Different types of relationship (e.g. marriage, friendships)
- Ways in which people can maintain good relationships (for example listening, supporting, caring)

At Key Stage 4, pupils will have opportunities to gain knowledge and develop the skills necessary to:

- Build and maintain healthy relationships including sexual relationships
- Consider their own and other's attitudes towards relationships and sex

- Develop positive values which will guide them in making healthy choices in their future relationships

Staff deliver the Science and PSHCE Curriculum with support from professionals where appropriate to pupils in their Provision. This provides a secure base since there is a depth of understanding of pupils which in turn provides an environment that is conducive to learning about potentially sensitive issues. SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Science lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Staff are supported in the delivery of SRE by the Provision Leader and the PSHCE co-ordinator.

## **7. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. Parents/carers will be consulted so that any requests and concerns are acted upon appropriately.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **8. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with the Provision Leader at the earliest opportunity.

## **9. Confidentiality, Controversial and Sensitive Issues**

Staff at St Thomas' cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a member of staff learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the Child Protection Lead under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

## **10. Monitoring and Evaluation of Sex and Relationship Education**

Quality assurance of the delivery of SRE is included in the monitoring process for PSHCE. All staff record aspects of lessons that are relevant. The information is gathered by the PSHCE co-ordinator for evaluation.

Approving Body & Date:

Signed on behalf of Management Committee Chair and Head Teacher: D. Thomson (Vice Chair)

Date: December 2016

Reviewed: December 2017