
Policy: Sex and Relationship Education

Sex and Relationship education is about physical, emotional and moral development. It is about the understanding of the value of family life, and loving stable relationships. In addition it is about the teaching of sex, sexuality and sexual health.

1. Aims and Objectives

- 1.1. To help and support young people through their physical, emotional and moral development.
- 1.2. To provide sex and relationships education (SRE) in the curriculum for all pupils, in which pupils are encouraged to follow moral principles and taught to recognise the value of family life.
- 1.3. To set SRE within a moral background which recognises and values the nurture and stability offered by the variety of models of family life to be found within society today, while honouring West Buckland School's Christian foundation and maintaining its continuing Christian ethos.
- 1.4. To ensure that the school is seen to support current legislation with regard to the age of consent. The school will encourage abstinence but will make clear the importance of barrier contraceptives to guard against both pregnancy and STIs.
- 1.5. To give pupils the personal skills and confidence to make the right and informed choices within a relationship. To ensure that the SRE delivered as PHSE dovetails with teaching in biology, religious studies and other academic subjects.
- 1.6. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the SRE provided without giving reasons.
- 1.7. To show that the school recognises and supports the rights and responsibilities of parents/carers in delivering SRE: parents should have access to the information delivered, but should equally feel that they have (and should have) a major part to play in their child's knowledge of and attitude towards sexuality.
- 1.8. To enable awareness of prejudices to be raised and, where appropriate, confronted. Pupils should receive the information needed to make mature, considered decisions and to allow them access as individuals to advice concerning sexual matters. This professional advice might be sought from the school doctor and/or sisters.
- 1.9. To ensure a full statement of the school's Sex and Relationships Education Policy is available to parents and that it has regard for the government's guidance in Sex and Relationships Education Guidance (0116/2000).

2. Organisation and Delivery

- 2.1. The Pastoral Deputy is responsible for planning and implementing this policy. Provision for PHSE in the Prep School is co-ordinated by the Prep School Headmaster and in the Senior School by the Head of PHSE.

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- 2.2. The PHSE Co-ordinator is responsible for the detailed provision of the PHSE Spiral Curriculum (see attached Appendix) in the Senior School.
- 2.3. All matters relating to PHSE policy and practice, and other pastoral concerns are considered regularly by the Senior Leadership Team, houseparents, housemasters/mistresses and other pastoral staff. Expert advice is sought from outside the school in developing policies in this area, including health care professionals and the School Medical Officer.
- 2.4. Wherever possible the PHSE provision for SRE will be delivered by staff who have the appropriate experience to deliver material with sensitivity and confidence.
- 2.5. Staff involved in delivering SRE, or staff in general, are not entitled to offer SRE advice to students. Staff will give information according to the various aspects covered in the Spiral Curriculum. Any student seeking SRE advice is to be referred to a health professional (School Medical Officer or School Nurse).

3. Specific Issue Statements

- 3.1. No teacher will be required to deliver SRE unless (s)he feels confident and competent to do so.
- 3.2. Teachers may give information about contraception and sexual behaviour within a classroom situation. Students seeking advice should be referred to a health professionals (School Medical Officer or School Nurse).
- 3.3. All adults working within the school are made aware of the school's policy on disclosure of allegations of sexual abuse and should act in accordance with that policy.
- 3.4. If parents have questions about the school's SRE provision they should be directed initially to either of the two members of staff responsible.
- 3.5. Parents retain the right to withdraw their child from the PHSE provision after consultation with the Headmaster, although the school strongly advises parents against this course of action.
- 3.6. The School Doctor and school nurses follow national guidelines published with regard to advising/prescribing for pupils under 16 years of age. Unaccompanied access to the School Doctor must be easy for pupils to arrange. An appointment with a female doctor can always be arranged.
- 3.7. Whenever possible, a member of staff must preserve confidentiality when a pupil seeks them out to talk privately. There will, however, be occasions when this is not in the pupil's best interest or, if it involves disclosures of abuse, when the information has to be reported to either the Designated Safeguarding Lead or MASH by law. It is important that, early on in the conversation, the member of staff makes the pupil aware that confidentiality will be preserved unless the subject matter indicates that the pupil or someone else is at risk if the information is not shared. In this case the pupil will be assured that only those people who have to know about the problem will be told.
 - 3.7.1. Health professionals are bound by their professional codes of conduct to maintain confidentiality in one-to-one situations, but in a classroom situation they should

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Related documentation:

[DfE Sex and Relationship Education Guidance](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

Related school documents:

[Child Protection and Safeguarding Policy](#)

[Confidentiality Policy](#)

[Information Sharing Policy](#)

Appendix 1**Sex and Relationship Education in the Prep School**

The aims and objectives in the Sex Education Policy represent a whole school approach to sex education, particularly mindful of the needs of Senior School children. The Prep School teaches children from the age of three years old until they are eleven. The Prep School teachers are aware of the broader aims of the school, but they are also given specific guidance which is directly relevant to the children in their care. These issues are discussed in staff meetings.

- Sex Education is taught in the context of marriage and family life. Children are taught to have respect for their own bodies. They learn about their responsibilities to others and before they leave the Prep School at the end of Year 6 should be aware of the consequences of sexual activity both physically and emotionally. Children are taught about building positive relationships with others involving trust and respect.
- Pupils are taught about the physical development of their bodies as they grow into adults, reproduction, the importance of family life, relationship issues, moral issues, respect for others, emotional development and what they should do if they are worried about any sexual matters. Pupils in Key Stage One and Two are taught appropriately and in accordance with national guidelines. This involves the children being taught to name the parts of the body and their function.
- Pupils are taught about relationships, responsibilities and growth throughout the Prep School. Human reproduction, puberty and other aspects of sex education are taught and discussed in years five and six.
- The pastoral system and the opportunity for questions and discussion in PSHE, RS and Science ensure that these aims and objectives can be realistically met each year.

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Appendix 2**Sex Education Spiral Curriculum in PHSE/Enrichment and Biology (additional material from the Religious Studies Department)****Year 7****PHSE**

- Looking at issues of puberty: menstruation and body changes and a talk from specialist teachers. Single sex groupings with teachers of the same sex.

BIOLOGY

- Human reproduction (structures & functions) & brief menstrual cycle. Individual teachers may cover contraception as well, but this is not required.

Year 8**PHSE**

- Romantic Relationships: Six lessons that deal with peer pressure, consent, when to engage in a physical relationship. Delivered in conjunction with Channel 4 video series "Sex and Relationships."

BIOL

- n/a

Year 9**PHSE**

- 'Safe & Sound' Pack
Each pupil has 2 sessions with JOB on contraception in mixed sex groups. They see the Family Planning Association Contraception Kit which shows what different forms look like, how they work and how reliable they are. The use of the Double Dutch method (the pill and the condom) to prevent pregnancy is recommended and the issue of safe sex and the prevention of STIs.
- Other discussions about how the media influences sexual behaviour and how to combat these pressures and a consideration of body image issues.
- Pupils also participate in the "STI" game where they learn how unsafe sex can lead to the spread of diseases

BIOL

- To evaluate the benefits of, and the problems that may arise from, the use of hormones to control fertility, including IVF.
Knowledge and understanding of IVF is limited to:-
IVF involves giving a mother FSH to stimulate the maturation of several eggs, and LH to stimulate the release of these eggs. The eggs are collected from the mother and mixed with sperm from the father. The fertilised eggs develop into embryos. At the stage when they are tiny balls of cells, two or three embryos are inserted into the mother's womb.

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- Hormones and the menstrual cycle. Hormones used to control fertility - contraceptive pill - and to treat infertility.
- The effect of malnutrition of menstrual cycle and infertility – brief
- Make informed judgements about the economic, social and ethical issues concerning cloning and genetic engineering, including GM crops.
Candidates should be aware that there are some questions where beliefs and opinions are important. For example, scientists can answer the question “How can we clone babies?” but the question “Should we clone babies?” raises religious and ethical issues, and is for society to answer

Year 10**Enrichment**

- Healthy and Unhealthy Relationships - rights, responsibilities and safety: Two lessons exploring good and bad relationships, how to detect unhealthy aspects (manipulation, exploitation, etc.)
- Sex and Relationships – consent. Lesson explores age of consent in the UK and other countries. Discussion on why age of consent varies by country.
- Sex and Relationships – exploration and speculation about what the sexes want out of a relationship during adolescence; discussion on how those desires change over time
- Sexual Bullying and Exploitation – students are introduced the terms sexual bullying, sexual harassment and sexual exploitation. Students explore and discuss their own attitudes to these issues. Students develop awareness of their own vulnerabilities and conduct and those of their friends/peers.
- Sexual Bullying and Exploitation – students explore the Rochdale grooming scandal as a case study in sexual exploitation
- Growing up Gay – Students consider the struggles that gay and questioning adolescents must deal with

BIOL

- Gamete production (brief link to sperm and egg) and fertilisation. Inheritance of sex and the genetics of sexual reproduction. Pre-implantation genetic diagnosis. Issues arising from cloning.

Year 11**Enrichment**

- Devon and Cornwall Police Service discuss the law and sexual consent.

Y12 & 13**Enrichment**

- Discussion about STIs, how to prevent them and what to do if you get one. Discussion in the

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context of university life.

- Discussion about date rape, drink “spiking” and consent
- Discussion about risky situations such as having sex whilst drunk or becoming so drunk one is vulnerable to assault
- Emma Cole – bi-yearly Ms Cole discusses her travails in contracting and living with HIV

GCSE Religious Studies**THEME ONE****3.2.1.1 Theme A: Relationships and families**

*Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (**Christianity**) and one or more other religious traditions (in our case **Islam**):*

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.
- Sex, marriage and divorce
- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.
- Families and gender equality
- The nature of families, including:
 - the role of parents and children
 - extended families and the nuclear family.
- The purpose of families, including:
 - procreation
 - stability and the protection of children
 - educating children in a faith.
- Contemporary family issues including:
 - same-sex parents
 - polygamy.
 - The roles of men and women.

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- Gender equality.
- Gender prejudice and discrimination, including examples.

E-safety

Online safety is covered across the KS3 syllabus. Topics covered include Cyberbullying, the dangers of being impersonated online, having your social media hijacked (fraping) and the dangers of sexting. E-safety is also covered in KS4. In particular, how the internet is changing romantic relations is a topic discussed in the Autumn Term.

Reviewed by Pastoral Deputy

January 2015

Summer 2018

Next review

Summer 2019