



The Collett School  
Special Educational Needs

The Collett School  
Policies, Guidance & Procedures

# **The Collett School**

# **Sex and Relationships**

# **Education Policy**

**Date for review: 1 September 2017**

## **Purpose**

An aim of the school is that each pupil will develop the skills and knowledge to make decisions independently and this can only happen if they have adequate understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents/carers to ensure that the teaching of sex and relationship education reflects their expectations and complements teaching at home.

This policy will help to ensure that the school takes positive action to support each child, irrespective of their sexual orientation, to make informed decisions about their happiness and wellbeing.

The policy contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing them for the opportunities, responsibilities and experiences of adult life.

## **The People Involved in the Process**

The policy was developed initially by the staff teaching Personal, Social and Health Education in the school. Consultation then took place with members of the Senior Leadership Team, PSHE advisers, Governors, parents/carers, the school nurse and other members of the teaching staff including the Lead Teacher for Religious Education.

The teacher responsible for Sex and Relationships Education (SRE) and the teacher responsible for Religious Education (RE) worked together to ensure that cultural and religious beliefs were being accounted for when writing the draft policy. Ref: Religious, Ethnicity and Sex Education: Exploring the Issues (Thompson, 1993) and Sex and Relationship Education Guidance (DfEE, 2000)

The issues considered:

- The needs of pupils, parents/carers, staff and the wider community
- The moral framework and how this reflects the school ethos, aims and values
- The procedure for withdrawal of pupils from Sex and Relationships Education
- Content
- Organisation and teaching methods
- The use of visitors and contribution of external professions
- Confidentiality
- Complaints procedure
- Who would teach SRE
- Staff training
- Procedures with regards to HIV

These issues are reviewed regularly.

## **Aims of the Sex and Relationships Education**

- To provide knowledge, understanding and skills for pupils to look after their sexual health and safety and that of others
- To provide knowledge to which all people have a right e.g. reproduction
- To help pupils understand themselves and others (respect and responsibility)

- To enable pupils to gain the knowledge and confidence they need to live in and be an active member of the community
- To encourage pupils to develop appropriate behaviour patterns
- To help prevent pupils from being exploited and misunderstood or exploiting others

### **Values and Beliefs - The Moral Framework**

We at the Collett School believe that it is extremely important that young people are encouraged to explore and clarify their values and attitudes towards relationships and sexuality so that they may develop their own moral framework.

The Sex and Relationship Education Programme will reflect the school ethos and demonstrate the following:

- Encourage personal responsibility in all forms of behaviour
- Encourage self-confidence and feelings of self worth
- Provide support and information for young people and others and to teach them how to access this independently
- Encourage respect and consideration for others

### **Content**

Sex and Relationship Education at The Collett School provides knowledge and enables the acquisition of skills and attitudes, which will encourage pupils to manage their lives in a responsible and healthy way. SRE is taught across the whole school. The pupils' level of personal development (cognitive ability and physical and emotional development) are taken into account and the concept of the spiral curriculum has been adopted.

### ***Knowledge and Understanding – Lower School Overview***

**Year R – 2** Personal characteristics, growing, appropriate behaviour

**Year 3** Reinforcement of Year R-2, growing and changing, external body parts, OK touching

**Year 4** Growing and changing, internal body parts, relationships and appropriate behaviour

**Year 5** Relationships, appropriate behaviour, growing and changing; resisting pressure, personal space

**Year 6** Family life, relationships, physical changes and gender differences, puberty

### ***Knowledge and Understanding– Middle and Upper School Overview***

**Year 7** Puberty, similarities and differences between the changes boys and girls go through and how these prepare us for different roles , conception (linked to science lessons on reproduction), appropriate language, emotional changes, looking after yourself.- intimacy

- Year 8** Self awareness, puberty, personal safety, friendships leading to relationships, gender issues, menstruation and wet dreams, personal hygiene
- Year 9** Decision making, risk taking, consequences of physical relationships, sexuality, conception, HIV and AIDS – all issues discussed from the perspective of an adolescent
- Year 10** Family and Home, adult relationships, conception and birth, pregnancy, contraception, HIV and AIDS and other STI's, sexual lifestyles, sex and the law, helping agencies, fostering and adoption, child protection, different faiths and cultures. Preparing for a new baby, antenatal and postnatal care, caring for an infant.
- Year 11** Reinforcement of the content in Year 10 as appropriate, how the law applies to sexual relationships. Sessions with the school nurse to meet individual needs. Family Planning Clinic

### **Attitudes and Values, Personal and Social Skills, and Knowledge and Understanding**

Pupils at all ages will be helped to develop attitudes and values:

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

Pupils at all ages will be helped to develop personal and social skills:

- learning to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Pupils at all ages will be helped to develop knowledge and understanding:

- learning and understanding 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

## **Organisation**

The planning and teaching of the Sex and Relationship Programme is carried out by the class teacher with support from PSD/PSHCE Lead Teacher. There is a strong emphasis on providing a balanced and age appropriate curriculum, which is personalised when appropriate.

Staff – with regard to SRE, only staff who feel comfortable with the content are directly involved in teaching, although all staff are made aware of the curriculum. All staff are expected to teach within the schools moral framework. Staff are able to attend courses run by Children, Schools and Families Standards and Effectiveness team and update their knowledge through consultancy.

## **Specific Issues Statement**

### *Contraceptive Advice*

Pupils will be taught about all forms of contraception, including saying *no*, in terms of family planning and safe sex. Questions about forms of contraception will be answered accurately and honestly. If pupils need further information or advice they will be given the names of appropriate agencies and personnel to contact. They will be encouraged to discuss such issues with their parents.

### *Confidentiality*

As a general rule a pupil's confidentiality will be maintained by the relevant member of staff. Pupils will be made aware at the early stage that some information cannot be held confidential.

Clear ground rules will be made by all groups in SRE lessons and staff will make a statement about confidentiality and school policy. Staff will use their professional judgement if they feel that DSP (Designated Senior Person) needs to be informed about any other discussions with pupils. In all cases pupils will be made aware of the reasons why DSP needs to be informed and will be supported throughout the process.

### *Child Withdrawal Procedure*

Parents wishing to exercise their right to withdraw their child from SRE non statutory lessons are asked to contact either the Headteacher or the subject leader for PSHCE, they will be encouraged to give their reasons but are under no obligation to do so. Once a pupil has been withdrawn, this will be put in writing by the school, outlining which aspects of the programme the pupils has been withdrawn from and a copy sent to parents. The alternative arrangements for the pupil will also be outlined. Once a pupil has been withdrawn from SRE, they cannot take part again until the parent has given approval.

Parents/carers may not withdraw their children from sex education in statutory NC lessons e.g. science.

### *Complaints Procedure*

Any complaints about SRE programme should be made to the Headteacher who will follow the School's Complaints Procedure, which may involve the Governing Body.

### *Visitors/External professionals*

Health professionals such as the school nurse will be invited to contribute to teaching parts of the Sex and Relationships Education (SRE) programme where their specialist knowledge will be deemed advantageous to the pupils. Any visitors, including other professionals will be given an opportunity to familiarise themselves with the SRE Policy and the Child Protection Policy as well as with the SRE Programme.

### *HIV and AIDS*

It is school policy not to inform teaching staff of members of the school community infected or affected by HIV. The subject will be addressed, as part of the SRE Programme in a sensitive way in order to give information, alleviate anxiety and counteract prejudice. Opportunity to practise skills e.g. use of condoms are given to pupils in an organised session in Year 10.

### **Working with Parents/ Carers**

The Collett School places the utmost importance on sharing equal and joint responsibility with parents for their child's education and sexual matters. Any particular religious or cultural views will be taken into account and considered carefully in the light of our Equality Scheme when delivering the SRE Programme.

Parents will be invited to meet with the subject leader for Personal, Social, Health, Citizenship Education to discuss the SRE Programme prior to its commencement and at any other time of mutual convenience. They will also be offered an opportunity to view the resources used. Parents of pupils with communication difficulties will be offered the use of a home/school book.

By working with parents in these ways we anticipate that withdrawal from the SRE Programme will only occur in exceptional cases.

### **Dissemination of the Policy**

The full policy will be available on the school website: [www.collett.herts.sch.uk/policies](http://www.collett.herts.sch.uk/policies) and a paper copy, upon request to parents, the Local Authority and other interested parties.

### **Procedures for Policy Monitoring and Evaluation**

The policy will be reviewed regularly using a consultative process, which takes account of teachers, pupils and parents' views about the SRE Programme.

### **Assessment**

Teaching of SRE will be observed in the normal school's procedure of monitoring teaching and the judgements about the impact of the lesson on pupils will be included in SLT's overview of teaching and learning.

Assessment – attainment levels links (CAPPS) are made when appropriate and contribute to the pupils' progress in Personal Social Development.

Staff training - staff attends local authority training sessions or courses identified in performance management meetings. The PSD/PSHCE Lead Teacher oversees the professional development of teaching staff and Teaching Assistants.