Saffron Walden County High School

Sex and Relationships Education Policy
2017-19

Date adopted or ratified: 11th September 2017

This policy is regularly reviewed following recommended guidelines.
Sex and Relationships Education Policy

Introduction

This Policy covers our School's approach to delivering Sex and Relationships Education. It was produced by staff responsible for PSHEE provision, through consultation with relevant subject Areas, the wider school community, the Education Committee of the SWCHS Local Governing Body, and parents. The Policy will be reviewed bi-annually. It will be made available to parents via the school web site, with notification via the School Handbook.

Definition:

“Sex and Relationships education 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.” (Healthy Schools)

Aims:

SWCHS believes that SRE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. It should be an entitlement for all young people, and should serve to encourage students to share and to respect each other’s views.

Specifically, the provision of Sex and Relationships Education (SRE) at SWCHS aims to:

- Develop responsible attitudes and behaviour with regard to all sexual issues
- Encourage children to respect themselves and to respect others
- Provide a balanced sex education programme which combines the emotional, physical, moral and social aspects of human sexuality
- Allow all students to explore their own attitudes feelings, values and experiences so that they can deal better with difficult moral and social questions
- Present facts in a balanced and objective manner in order to enable all pupils to comprehend the range of sexual attitudes and behaviour in present day society
- Generate awareness of the impact of pornography on individuals and relationships, and of the risks associated with on-line grooming and the sharing of indecent materials through social media
- Avoid students being exploited by or exploiting others or being pressured into unwanted or unprotected sex
- Develop knowledge and understanding all the legal considerations, including the DfE’s greater emphasis on the issue of consent (See Notes 1 and 2)
- Encourage the acquisition of skills and attitudes which allow pupils to manage their present and future relationships in a responsible and healthy manner, including learning about where to obtain appropriate advice on sexual health and relationships
- Develop an appreciation of marriage and other stable relationships as key building blocks of community and society, while avoiding stigmatisation of children based on their home circumstances
- Enable students to be focused in school and to raise their academic achievement
In line with DfES guidance SRE at SWCHS has three main elements:

- **Attitude 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 nurture of children;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas; and
  - developing critical thinking as part of decision-making
  - develop critical and safe use of social media.

- **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 with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse, including on-line exploitation and abuse.

- **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; and
  - the avoidance of unplanned pregnancy

### Other Related Policies

The SRE Policy should be read in conjunction with:

- **The Confidentiality Policy.** This recognises that all staff and external visitors delivering content associated with sex and relationships education might be party to information relating to individual students that cannot be kept confidential;
- **The PSHEE Policy**
- **The Safeguarding Policy**
- **The E-Safety Policy**
Provision of Sex and Relationships Education Within the Curriculum

Science

The Science National Curriculum is delivered by staff in the Science Department. These lessons are mostly concerned with the physical aspects of development and reproduction, although the importance of relationships is emphasised wherever possible.

Currently Key Stage 3 students are taught;

- That many animals and plants have organs that enable life processes, e.g. reproduction, to take place
- The ways in which some cell types, including sperm and ovum, are adapted to their functions
- The 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
- That bacteria and viruses can affect health

Currently Key Stage 4 students are taught;

- That the nucleus contains chromosomes that carry the genes;
- The way in which hormonal control occurs - including the effects of sex hormones;
- Some medical uses of hormones, including the control and promotion of fertility;
- How variation may arise from both genetic and environmental causes;
- That sexual reproduction is a source of genetic variation while asexual reproduction produces clones;
- How gender is determined in humans
- The basic principles of cloning, selective breeding and genetic engineering.

RPE

The RPE programme is delivered primarily by teaching staff through KS3 and KS4 lessons.

The course focuses primarily on moral, ethical, religious and social aspects of SRE, and specifically the following topics:

- 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.
- 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
- Contemporary family issues including: same-sex parents, the roles of men and women.
- Gender equality.
PSHEE

The school aims to run a PSHEE programme that addresses statutory content but which is also flexible enough to respond quickly to issues that arise in the local area or within specific year groups.

As detailed in the PSHEE policy this is delivered through Form Tutors in registration time and in timetable collapse periods, with a significant input for some year groups during PSHEE days during Activities Week. Opportunities are grasped whenever possible to provide additional inputs e.g. through touring plays or music productions such as ‘In Hindsight’ on ‘cyber-bullying’ organised through The Prime Agency. The school works closely with local theatre company ‘Hyperfusion’ to develop new productions focused on current areas of concern.

Tutors generally deliver the PSHEE curriculum, increasingly with support from professionals as appropriate. (It is noted however that external provision is increasingly hard to obtain given funding and associated staffing cuts in relevant external agencies).

We believe that Tutors are the best people to deliver SRE topics to students as they work with students over a number of years and are more aware of each student’s individual circumstances.

The PSHEE programme is taught in every year

- Year 7 – internet safety (inputs to students and parents); how substance abuse can lead to risk taking behaviour (not a strong link to sex education but apparent none the less)
- Year 8 – Contraception, sexually transmitted infections, pregnancy and the options surrounding pregnancy
- Year 9 – Contraception, relationships, stronger focus on sexually transmitted infections including HIV/AIDS; child sexual exploitation
- Year 10 – Sex and relationships – overview with a focus on healthy relationships; child sexual exploitation
- Year 11 – Sex and Relationships, C-cards and advice lines

Years 12 and 13

**General Studies:** promotion of good health; medicine and society; moral education; AIDS awareness programme; World AIDS Day Activities; drugs education

**Well Being Programme:** Motorwise (education about driving safety and the dangers of drug taking); Drugs Alert talk; drugs education workshop; alcohol education workshop; mental health guidance (MIND).

**Computing**

Students are taught in Key Stage 3 to recognise what is acceptable and unacceptable behaviour when using technologies and online services. They should be able to demonstrate this in their work.

They will learn of ways to identify and report concerns of inappropriate conduct online. They should be able to recognise that persistence of data on the Internet requires careful
protection of online identity and privacy. They will be taught to understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.

Taught content is complemented by timetable collapses in each year group based on e-safety and the risks associated with inappropriate use of social media.

Inclusion of parents is important: from 2017-2018 a PSHEE ‘stall’ is being developed for use as an information point for parents attending Parents’ Evenings across all year groups.

**Sensitivity**

Any SRE lesson may consider or can raise questions or issues that some students will find sensitive. Before embarking on these lessons it is important that tutors establish ground rules that prohibit inappropriate personal information being requested of, or disclosed by, those taking part in a lesson. When students ask questions, they should be answered honestly within the established guidelines. It might be appropriate to deal with some questions or inputs individually at another time, without breaching guidelines on confidentiality.

Tutors will be trained by the PSHEE Co-ordinator or delegated staff/external agencies to deliver planned SRE inputs. Tutors who feel uncomfortable teaching any aspect of the SRE curriculum will be supported by the Year Team and/or the PSHEE Co-ordinator who will help with planning and delivery of lessons if required.

**Inclusion**

**Ethnic and Cultural Groups**

We intend our policy and delivery to be sensitive to the needs of different ethnic groups. For some young people it might be culturally inappropriate to be taught some topics in mixed gender groups. We will respond to parental requests and concerns.

**Students with Special Needs**

We will tailor provision to make it appropriate to the particular needs of our students, taking specialist advice where necessary.

**Sexual Identity and Sexual Orientation**

Young people need to feel that sex and relationship education is relevant to them, whatever their developing sexuality. It is the School’s aim to deal sensitively and honestly with issues of sexual identity and sexual orientation. Support will be offered where appropriate.

**Withdrawal**

Legislation allows the parents/carers of any pupil to request that (s)he may be wholly or partly excused from receiving sex education at the school, with the exception of National Curriculum science content associated with human biology. Where such requests are made, following negotiations with parents the pupil shall be so excused until the request is withdrawn. Parents can be supplied with relevant teaching resources and encouraged to
discuss the subject matter with their children. Information is included in the school handbook notifying parents of this procedure.

**Monitoring and Evaluation**

The Director of Curriculum and the PSHEE Co-ordinator are responsible for organising the monitoring and evaluation of PSHEE. The extent and provision of SRE will be reviewed annually, and wherever possible student evaluation will be sought to inform further developments.

The Standards & Education Committee of the SWCHS Local Governing Body is responsible for overseeing, reviewing and organising the review and development of the Sex and Relationships Education Policy.

OFSTED is required to evaluate and report on the spiritual, moral, social and cultural development of children. This is likely to include evaluating and commenting on the School’s SRE policy, and on associated support and staff development, training and delivery.
NOTE 1

Legislative Background

As an Academy SWCHS provision remains informed by relevant national legislation relating to the provision of Sex and Relationships Education.

The Sex and relationships Education Policy is informed primarily by the Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and the Healthy Schools Programme, but notes the content of earlier legislation including those Acts summarised below:

The Education Act 2002 and the Academies Act 2010 requires all schools to offer a curriculum which:

a) “Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society”; and

b) “Prepares such pupils for the opportunities, responsibilities and experiences of adult life”

SRE is also set within a wider legislative context. The 2006 Education and Inspections Act (later extended to Academies) laid a duty on Governing Bodies to:

“Promote the well-being of pupils at the school’

Through the Equalities Act 2010 Governing Bodies also have the responsibility to ensure that the school strives to do the best for all students irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation.

The 2000 Guidance require all maintained schools to publish in their prospectus a summary of the content and organisation of any sex education they provide. SWCHS publishes this Policy on the School’s web site to ensure that it is available to parents and other interested parties.
NOTE 2

A Summary of the Law on Sexual Behaviour

In legal terms this is governed primarily by the Sexual Offences Act of 1956 and The Sexual Offences Act of 2003. The latter introduced the concept of ‘consent’ to the prosecution of some sexual offences, and set out the offences requiring the prosecution to prove absence of consent. They are:

- rape;
- assault by penetration;
- sexual assault; and
- causing a person to engage in sexual activity.

In relation to these offences a person (A) is guilty of an offence against a person (B) if she/he:

- (A) acts intentionally,
- (B) does not consent to the act, and
- (A) does not reasonably believe that (B) consents.

In relation to many other offences relating to children there is no requirement to prove an absence of consent. Only the act itself and the age of the victim or other criteria need to be proved. They include:

- rape of a child under 13
- assault by penetration of a child under 13
- sexual assault of a child under 13 and
- inciting or causing a person to engage in sexual activity with a child under 13
- child sexual offences involving children under 16
- children under 18 having sexual relations with persons in a position of trust
- children under 18 involved with family members over 18
- persons with a mental disorder impeding choice
- persons with a mental disorder who are induced threatened or deceived
- persons with a mental disorder who have sexual relations with care workers

The following is a summary of the main sexual offences in England.

Age of Consent

The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender. It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.
It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

**Unlawful sexual intercourse**

It is an offence for a man to have sexual intercourse with a girl under the age of 16. The consent of the girl is immaterial.

**Incest**

It is an offence for a man to have sexual intercourse with a woman whom he knows to be his granddaughter, daughter, sister or mother. It is an offence for a woman of the age of 16 or over to permit a man whom she knows to be her grandfather, father, brother or son to have sexual intercourse with her by consent.

**Rape**

In each UK country, a man would commit rape if he intentionally penetrates with his penis the vagina, mouth or anus of another person, male or female, without that person’s consent or if they are under 13, as young people aged 12 and under are not legally able to give consent to any sexual activity.

This particular sexual offence can only be committed by a man. A woman cannot be charged with the offence of rape as this is defined as penile penetration, but she could be charged with another offence such as causing a person to engage in sexual activity without consent, sexual coercion or assault, or assault by penetration. These offences may not all apply in each different UK country.

**Sexual assault by penetration**

It is an offence for someone, male or female, intentionally to penetrate the vagina or anus of another person with a part of their body or anything else, without their consent. The purpose also has to be sexual.

**Indecent assault**

In England and Wales it is an offence to touch someone else with sexual intent if the other person has not consented to such touching and if the person carrying out the offence does...
not reasonably believe that the other person consented. A child under the age of 16 cannot in law give any consent which would prevent an act from being an indecent assault. Both boys and girls over 16 can give consent but, in the case of a girl, that consent can be vitiated in certain circumstances (i.e. when there is fraud as to the nature of the act). An assault need not be physical but may consist merely of conduct which causes the victim to apprehend immediate personal violence. The assault must be capable of being considered by right-minded persons as indecent.

*Other indecent conduct*

It is an offence if a person commits an act of gross indecency with or towards a child under the age of 13. This encompasses conduct of an indecent nature which falls short of assault.

*Legal Capacity*

Until recently there was an irrefutable presumption in law that a boy under the age of 14 is incapable of sexual intercourse. This presumption was abolished by section of the Sexual Offences Act 1993 and a boy under the age of 14 can therefore be convicted of rape, buggery or any offence involving sexual intercourse. It was once necessary to prove in the case of a child aged between 10 and 14 that he knew that what he was doing was wrong; The Court of Appeal (Criminal Division) ruled that this is no longer to be applied.
NOTE 3

Health Education at SWCHS

The Health Education programme at SWCHS aims to develop knowledge, understanding, skills and attitudes which will enable pupils to:

- Adopt healthy lifestyles
- Make positive use of their leisure time
- Understand emotional and psychological changes in themselves and others.
- Raise academic achievement

Health Education is not a separate subject on the curriculum. It will be taught through Science, PSHEE, Food Technology, Physical Education and the Tutorial programme.

The realisation of the above aim may extend to the exploration of contentious issues such as:

- Relationships with people of opposite sex and of the same sex.
- Personal crises.
- The misuse of drugs, including tobacco and alcohol.
- AIDS and other sexually transmitted diseases.

The approach taken to these issues will seek to combine:

- A respect for individuals and their chosen lifestyles.
- Due regard to moral considerations and the value of family life.
- Encouragement for pupils to reach their own decisions.

We recognise that much of the content of any Health Education programme relates to highly sensitive issues. The whole tone of our approach will be one of respect and a genuine concern for the individual grounded in the desire to help each pupil lead a safe, happy and healthy life. An integral part of this is to enable pupils to arrive at their own decisions. We do not intend to build a mould into which we try to press each pupil, but will encourage tolerance through understanding and appreciation.

Health Education will be a part of the school’s PSHE programme and will involve many members of staff. We recognise the right of staff to exercise their own professional judgement in tackling issues and believe that each member of staff has the confidence and competence to deliver the programme. Advice and support will be given as required by Year Achievement Co-ordinators, the PSHEE Co-ordinator and other members of the Senior Leadership Team as required.

We are also recognise the following aspect of the 2000 SRE Guidance:

“As part of sex and relationships education, pupils should be taught about the nature and importance of marriage for family life and bringing up children…Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society.”
From this statement we recognise the difficulty of defining “family” and are particularly concerned to generate respect for and tolerance of “family” in its broadest sense. The family will be viewed as the caring and stable environment to which pupils belong and as a crucial factor in the well-being of people as individuals and for society as a whole.

Other major areas of controversy are sexual orientation and HIV and AIDS. It is essential that varied sexual orientations are recognised as a reality but which generate prejudice. SWCHS aims to discourage prejudice of any kind and to generate a genuine tolerance for all, and a caring attitude to all individuals in our delivery of education in this school.