

**Relationship and Sex  
Education Policy**

**Knights Templar School**

**Jan 2007**

# **Relationship and Sex Education Policy**

## **Introduction**

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the school. It takes account of the '*Sex and Relationship Education Guidance*' published by the DfEE in July 2000 that updated Circular 5/94 '*Sex Education in Schools*'. The policy has been drafted by a working party of the School Governors following consultations with pupils, parents and staff, together with local health education advisers and health promotion specialists and is based on a framework produced by a countywide multi-disciplinary group. A copy is held in school staff room and it can be made available on request.

## **Rationale**

At Knights Templar School, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement for us to have in place such a policy compiled by the School Governors.

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

## **Definition of Sex and Relationship Education**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is seek connections with other people and develop relationships which may be non-physical. Our teaching of sex and relationship education is applicable to all sexual orientations.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

## **Aims and Objectives**

At Knights Templar school we aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in '*Sex and Relationship Guidance*', DfEE, Ref 0116/2000, p.5:

- ***attitudes and values***
  - learning to care about other people and being sensitive towards their needs and views;
  - learning the importance of values, and individual conscience and moral considerations;
  - accepting the differences between people and learning not to exploit them;
  - learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;
  - learning the importance and responsibilities of the family unit for all its members;
  - learning to respect oneself and others and being honest, loyal and trustworthy in relationships;
  - learning to take responsibility for one's actions in all situations;
- ***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;
  - learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;
  - managing conflict;
  - learning how to recognise and avoid exploitation and abuse.
- ***knowledge and understanding***
  - learning and understanding physical development at appropriate stages;
  - understanding reproduction, emotions and relationships;

We believe that SRE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

## **Moral Framework**

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children

## **Working With Parents**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are invited to attend consultation evenings to discuss the school's SRE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

*The DfES has produced a free leaflet for parents entitled 'SRE and Parents'. Copies can be obtained from the DfES orderline (Tel: 0845 6022260, DfES code 0706/2001).*

## **Content and Organisation**

The organisation of SRE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHEC. Occasionally, issues about SRE may arise spontaneously in other lessons (eg while studying English Literature) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002. (See *Appendix 1 for further information*)

Where visitors are invited to deliver aspects of the SRE programme, the school follows the guidance in '*School use of visitors and outside agencies in health promotion*' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their

contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of SRE are encompassed within the ethos of the school and may be delivered through:

- PSHEC lessons
- Core and foundation subjects
- Assembly time
- Circle time
- Literacy lessons
- Focus days e.g. World AIDS Day
- Theatre in Education visits
- Project/theme lessons

The SRE programme will be delivered by:

- Class teachers

A range of teaching approaches will be used which include didactic and participatory methods eg small group work for discussion, etc.

The overview and co-ordination of the taught curriculum is the responsibility of the PSHEC Co-ordinator. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

A designated Governor is the link to the full Governing Body with regard to SRE provision in the school.

### **Equal Opportunities**

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school (eg through illness, school refuser) and does not participate in the SRE programme, the school will ensure that teaching materials are made available.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

The school will not discriminate against any member of the school community who is infected or affected by HIV.

## **The Sexual Offences 2003**

The Sexual Offences Act 2003 became law in 2004. A full copy of the Act can be found on [www.six.somerset.gov.uk](http://www.six.somerset.gov.uk). The act outlines the law with regard to non-consensual offences including rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent.

Specific detail is given regarding child sexual offences (under the age of 16) and rape and other offences against children under 13.

It is clear that those who act with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their emotional well being, will not be guilty of arranging or facilitating a child sex offence. This applies not just to health professionals but to anyone acting in the best interests of the young person, such as teachers, youth workers, Connexions Pas, social care professionals and parents. Young people under 16, including under 13s, can continue to seek contraceptive and sexual health advice or treatment in confidence.

The aim of the act is to protect young people from abuse or exploitation. It is not intended to prosecute mutually agreed sexual activity between young people of a similar age where there is no evidence of exploitation.

The statement below has been agreed by the Home Office to explain the Act to young people

***“In England and Wales, the law on Sexual Offences has been updated. Under this law, the legal age for young people to consent to have sex is still 16, whether you are straight, gay or bisexual.***

***The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want. Forcing someone to have sex is a crime.***

***Although the age of consent remains at 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people of similar age, unless it involves abuse or exploitation.***

***Under the Sexual Offences Act you still have the right to confidential advice on contraception, condoms, pregnancy and abortion, even if you are under 16. But remember, whatever your age, you shouldn't have sex until you feel ready”***

The Act also outlines the law relating to the abuse of children by those in a position of trust. It is a offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child under 18, where the adult is in a position of trust in respect of the child. This applies to any person over the age of 18 working with a position of trust in an educational establishment. The offence covers all children under 18, however it is principally designed to protect young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, are considered vulnerable to sexual abuse and exploitation from particular classes of persons who hold a position of trust or authority in relation to them.

## Specific Issues

### Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

### Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- \* *no one (teacher or pupil) will have to answer a personal question*
- \* *no one will be forced to take part in a discussion*
- \* *the only language used will be easily understood and acceptable to everyone in the class*
- \* *only the correct names for body parts will be used*
- \* *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

### Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county (See '*Child Protection Handbook*', 2000 Somerset Area Child Protection Committee).

### Confidentiality

*'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'*

@It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge', (S &RE Guidance DFEE, Ref 0016/2000 p30)

*(See appendix 1 in the school's PSHEC 'umbrella' statement for further information on issues relating to confidentiality).*

Parents/carers will be informed of the school's confidentiality policy. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

**Monitoring and Evaluation**

The SRE policy is monitored and evaluated through an annual review process involving parents, teachers, Key Stage Co-ordinators, PSHE Co-ordinator, Senior Management Team, and the Governing Body.

**Review Date of this Policy**

Target Review Date	Date Reviewed	Action Required	Signature
Jan 2008			

Signed: .....

Position held: .....

Date: .....

## Appendix 1

### Learning outcomes

#### Taken from 'Sex and Relationships', Ofsted Report, 2002

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

We present them in this format in the hope that they might be useful to schools

- (i) as an audit tool
- (ii) as a monitoring device
- (iii) for other curriculum developments.

In the right hand column you may wish to add the year, key stage, curriculum area or other school activity where each learning outcome is addressed.

Those statements marked with an asterisk are part of the National Curriculum Science requirements.

- By the end of Key Stage 1

1	<b>Pupils will be able to:</b>	<b>Where?</b>
a)	recognise and compare the main external parts of the bodies of humans*	
b)	recognise similarities and differences between themselves and others and treat others with sensitivity	
c)	identify and share their feelings with others	
d)	recognise safe and unsafe situations	
e)	identify and be able to talk with someone they trust	
f)	be aware that their feelings and actions have an impact on others	
g)	make a friend, talk with them and share feelings	
h)	Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.	

2	<b>Pupils will know and understand:</b>	
a)	that animals, including humans, grow and reproduce*	
b)	That humans and animals can produce offspring and these grow into adults*	
c)	The basic rules for keeping themselves safe and healthy	
d)	about safe places to play and safe people to be with	
e)	The needs of babies and young people	
f)	ways in which they are like and different from others	
g)	that they have some control over their actions and bodies	
h)	The names of the main external parts of the body including agreed names for sexual parts	
i)	why families are special for caring and sharing.	

3.	<b>Pupils will have considered:</b>	
a)	why families are special	
b)	The similarities and differences between people	
c)	how their feelings and actions have an impact on other people.	

- By the end of Key Stage 2

4	<b>Pupils will be able to:</b>	
a)	express opinions, for example, about relationships and bullying	
b)	listen to, and support others	
c)	respect other people's viewpoints and beliefs	
d)	recognise their changing emotions with friends and family and be able to express their feelings positively	
e)	identify adults they can trust and who they can ask for help	
f)	be self-confident in a wide range of new situations, such as seeking new friends	
g)	form opinions that they can articulate to a variety of audiences	
h)	recognise their own worth and identify positive things about themselves	
i)	balance the stresses of life in order to promote both their own mental health and well-being and that of others	
j)	see things from other people's viewpoints, for example their parents and their carers	
k)	discuss moral questions	
l)	listen to, support their friends and manage friendship problems	
m)	recognise and challenge stereotypes, for example in relation to gender	
n)	recognise the pressure of unwanted physical contact, and know ways of resisting them	

5	<b>Pupils will know and understand:</b>	
a)	that the life processes common to humans and other animals include growth and reproduction	
b)	about the main stages of the human life cycle*	
c)	that safe routines can stop the spread of viruses including HIV	
d)	about the physical changes that take place at puberty, why they happen and how to manage them	
e)	the many relationships in which they are all involved	
f)	where individual families and groups can find help	
g)	how the media impact on forming attitudes	
h)	about keeping themselves safe when involved with risky activities	
i)	that their actions have consequences and be able to anticipate the results of them	
j)	about different forms of bullying people and the feelings of both bullies and victims	
k)	why being different can provoke bullying and know why this is unacceptable	
l)	about, and accept, a wide range of different family arrangements, for example	
j)	second marriages, fostering, extended families and three or more generations living together	

6	<b>Pupils will have considered:</b>	
a)	the diversity of lifestyles	
b)	others' points of view, including their parents' or carers'	

c)	why being different can provoke bullying and why this is unacceptable	
d)	when it is appropriate to take a risk and when to say no and seek help	
e)	the diversity of values and customs in the school and in the community	
f)	the need for trust and love in established relationships.	



