



SEX AND RELATIONSHIP EDUCATION

This policy was adopted in July 2004 and reviewed by the Dartmoor Federation

Policy Review Committee on 25th June 2015.

Introduction:

This document outlines the policy and practice of Sex and Relationship Education (SRE) at Okehampton College. This draft was written as part of the policy review process and in response to Curriculum Guidance on SRE issued in July 2000 date to be changed (DFEE ref. 0116/2000). This process has involved the review of previous practice and policy.

Staff responsible:

This document has been prepared by the PSHE Co-ordinator and in consultation with the Executive Principal and governors.

Consultation with parents/governors/students:

Students are involved in redrafting policy and practice through evaluation of SRE session from year 7, 8, 9, 10, 11, 12 and 13.

The Definition of SRE:

Sex Education is a lifelong process of developing our ideas and knowledge about human sexuality. It involves the exploration of attitudes, beliefs and values about sexual identity and relationships as well as teaching about sex and sexual health.

SRE is about much more than the teaching of reproduction. It gives students the opportunity to develop an understanding of their own emergent sexuality and the sexuality of others. SRE includes teaching about:

- Sexual development, physical development and sexuality
- Sexual health
- Interpersonal relationships
- Rights, respect and responsibilities in relationships
- Families
- Sex roles
- Equality and discrimination
- Love, affection, pleasure and intimacy – the sexual response
- Body image
- Reproduction
- Values and attitudes
- Morality



SRE has three key strands

➤ **Attitudes and values**

- Learning how importance of values and how they are formed.
- Learning how values, conscience and morals affect decisions and lifestyles.
- Exploring moral issues around sex and relationships.
- Learning about attitudes to and views about the family. Consideration of children's needs and how they can be met.
- Learning about the role of respect, love and care in relationships.
- Developing critical thinking skills to empower students to make considered decisions

➤ **Personal and social skills**

- Learning to manage feelings and relationships sensitively and assertively.
- Developing empathy, self-confidence and respect.
- The ability to recognise and challenge prejudice and to make decisions based on knowledge and understanding.
- An understanding of the possible consequences of choices made.
- Understanding of ways of managing difficult situations and conflict.
- Learning how to recognise abuse and exploitation and to develop strategies to challenge this.

➤ **Knowledge and Understanding**

- Understanding of the physical development at appropriate stages.
- Understanding issues of sexuality, reproduction, sexual health, feelings and relationships.
- Knowledge of contraception, ways to avoid unplanned pregnancy and STI's. Knowledge of the local and national services providing advice and support with sexual health and contraception.
- Learning about reasons why people begin sexual relationships and why they might decide not to become sexually active.
- Gaining information and advice about dealing with unplanned pregnancy.

The role of Sex and Relationship Education

Sex education at Okehampton College is seen as a valuable and positive entitlement for all students. At the centre of a commitment to the provision of a coherent and balanced programme of SRE is an acknowledgement that school is about the development of the whole person – the moral/spiritual cultural and social being. SRE should give students the opportunity to consider issues of ethics, morality, risk, values and beliefs. This should give them the chance to consider the value and systems of others. It is our responsibility to help students develop a sense of respect for others and a sense of their own rights and responsibilities.

Aims and Objectives

- Be for all students with equal emphasis on boys and girls
- Be accessible to all students including those with special educational needs.
- Identify students' needs and help to build their self-esteem.
- Help students develop an awareness of sexual identity.
- Challenge prejudice and promote equality of opportunity.
- Be an integral part of the learning process.



- Challenge and explore myths and false assumptions about sexuality and sexual development.
- Encourage exploration and understanding of the variety of values, belief systems and moral stances that exist both within the classroom and society.
- Foster caring, responsible and assertive attitudes to sexual and personal relationships.
- Allow young people to develop the confidence, self-esteem, self-awareness and skills to make informed and responsible sexual/health decisions
- Give the students the knowledge they need to avoid taking unnecessary risk
- Use young peer educators to help with the delivery of the program
- Ensure that young people understand how the law applies to sexual relationships in the context of same sex and different sex relationships.

The sex education policy is firmly linked to other school policies, the whole school aims and is rooted within the schools PSHE programme. It is important that students and staff are clear about the implications of the schools equal opportunities policy for SRE.

The importance of sex education in secondary schools is reflected in nature and quantity of documentation from the DFEE, NCC, The Department of Health and the Children Act. It is also supported by the results of research, which shows that over 90% of parents want schools to provide sex education. Research also indicates that students themselves consider sex education provision in schools to be vital. (Policy Studies Institute 1987).

***Sex and Relationship Education guidance: Ref: DFE 0116/2000**

This guidance document sets out the statutory position on sex education in schools and gives advice on appropriate content and purpose. This is very supportive of sex education at school and states that “Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.”

***Social Inclusion Unit report on teenage pregnancy:**

SRE plays a very significant role in providing accurate information about contraception and in reducing unplanned pregnancies.

The Provision of SRE at Okehampton College (Who. Where. What. How):

Who/Where:

SRE at Okehampton College forms part of the Personal Social and Health Education curriculum from year 7-13. The PHSE co-ordinator is responsible for the development of the programme. A team of teachers from a variety of disciplines and from the SRE Team who receive regular training deliver it. The school uses a combination of schemes of work written in school and the APAUSE system to deliver the SRE program. The PHSE co-ordinator is willing to discuss all aspects of the programme at the request of parents/guardians.



What:

The content of SRE within the PSHE programme is informed by DFE guidelines on SRE and the PSHE and Citizenship frameworks. It is designed to meet the aims stated above and the needs of our students and therefore we consult with students frequently by asking them to evaluate units of work. The programme is also taught within the context of the whole school aims and its policy on equal opportunities. Certain aspects of the SRE programme will give students the opportunity to explore issues of equality and prejudice.

How:

Different aspects of SRE are delivered in different key stages. This allows us to ensure the appropriateness of the materials with relation to the age of the students. Our program of study is regularly reviewed in response to student and staff evaluation.

SRE at all levels calls for sensitive treatment, we therefore use a variety of teaching and learning methods in order to allow all students access to the curriculum. These include: group work, individual work, discussion, role-play, peer education, presentation and written work. We have a commitment to active and independent learning, encouraging students to take a responsible and active part in their own learning. Teaching methods should also be flexible, allowing for a variety of response. Teachers will endeavour to create a safe learning environment in which to learn and teach about sensitive issues. Ground rules are an essential aspect of this and are drawn up with each class at the beginning of all SRE sessions. SRE is taught in groups that aim to reflect the diverse make up of the school. We believe that this gives students the best opportunity to explore sexual issues together and helps to break down division based on academic ability, class, race, sexuality or other.

Teaching/Learning Methods:

Staff aim to use a variety of methods to give all students the opportunity to take part at an appropriate level. This is achieved in a number of ways, including the setting of open ended tasks and tasks that allow for differentiation. SRE can often involve work on emotive issues and it is seen as important to develop a safe environment in which to discuss them to ensure that all students feel able to participate.

Materials/Resources:

Resources and learning materials should allow students the opportunity to work at a level, which reflects their abilities and encourages them to make progress. All materials should be carefully selected and prepared to consider issues of representation and should attempt to present positive images and challenge stereotypes. All materials are designed such that any teacher can deliver them without the need for specialist training.

Monitoring and Evaluating:

The delivery of the SRE programme is closely monitored by the PHSE co-ordinator in consultation with teachers and other health professionals involved with the delivery of the program. The Senior Leadership Team and Governors have access to schemes of work and materials via the T drive which provides an overview of the implementation of this policy.



Specific Issues:

Confidentiality:

It is important for all staff to be clear about the issue of confidentiality. If approached by a student in confidence teachers should never promise to keep secrets but explain that they will always act in the student's best interest. As teachers, we should always make it clear to students that we may have to talk to someone else but that we will never do this without first informing the student. This may deter a student from disclosing something of great importance to a teacher and it is therefore important to talk through the reasons why we may need to involve someone else. Teachers will always encourage students to talk to their parents or carers where appropriate. Staff at the college are all informed of who they should pass particular information on to. If there is suspected child abuse they should follow the child protection procedure, which is described in the staff handbook. Students are made aware of sources of confidential help such as their GP, school nurse, the key, youth tutor. Etc

Contraception and Advice:

Teachers will give full information about contraception (including emergency contraception) within the context of the SRE programme. Teachers will also give students (individuals or groups) guidance on where they can obtain confidential advice, counselling and/or treatment (School Nurse, Okehampton Hospital, Youth Workers, Room 13 and other agencies)

Working with parents/carers

Okehampton College aims to work in partnership with parents and carers and we believe that where this is achieved SRE is enhanced. Parents and carers will be consulted about the content of this policy.

Parents and carers should always be informed about the SRE practice via letters, parental information evenings and parental visits. Any parents who wish to discuss aspects of SRE in more detail are invited to make an appointment with the PHSE co-ordinator.

Parents/carers have the right to withdraw their children from any or all parts of the SRE programme, other than those elements required by the National Curriculum. Arrangements will be made for any withdrawn student to do other PSHE work in an appropriate place.

Working with the wider community

It may be appropriate at certain times to involve adults other than teachers in either lessons or assemblies. This may include health care professionals and others who may not be aware of legislation in relation to schools. It is very important that any outside speaker supports the aims of the school. To ensure this, a speaker should be given copies of the SRE policy and the schools' equal opportunities policy (and any other appropriate information) in advance of their visit. A speaker should also be asked to provide details of their talk/workshop prior to their visit as without such details it is very difficult to ensure appropriateness. When Health professionals are in their professional role, such as school nurse, they should follow their own professional codes of conduct.



Dissemination of the policy:

The SRE policy is an important school document and it is vital that it is accessible to the whole school community.

Parents and carers will be able to see a copy of the SRE policy at prospective parents' visits to ensure that they are aware of the Okehampton College policy and practice. A copy of the policy is also available on the school website.

The Sex Education Policy should be disseminated to:

- All staff
- Parents/guardians
- Governors.

Glossary of Terms

SRE – Sex and Relationship Education

APAUSE – Added Power and Understanding in Sex Education

DFE – Department for Education

PSHE – Personal Social and Health Education.