

# Exmouth Community College



## SEX & RELATIONSHIP POLICY

<b>Policy Details</b>	<b>Date</b>
Policy Written	Marianne Skinner
Policy ratified by	Curriculum Committee
Policy agreed by governors	04.12.18
Review Cycle	2 years
Policy Review date	Summer 1 2020

## **1 Context**

Exmouth Community College is a community secondary school for girls and boys aged 11-18. The school presently has 2666 children on roll and in each year there are 356 children identified with special educational needs. There is a wide social mix and very varied family backgrounds. The College covers an urban residential area and also has young people who travel in from local outlying villages. The College has 14 feeder primary schools.

## **2 Policy Information and Consultation Process**

The Assistant Principal and CPSHE Co-ordinator formed a small working group which meets to consider Sex and Relationships Education, together with the CPSHE curriculum, and the current Sex and Relationships Education Policy.

The following issues are considered:

- Aims of the Sex and Relationships Education programme
- The moral and values framework
- The content of the Sex and Relationships Education programme
- The delivery of the programme
- Teaching and learning styles
- The use of visitors to enhance the programme
- Safeguarding
- Confidentiality
- The withdrawal of young people
- The monitoring and review of the programme

Draft Policies are then widely circulated for consultation. Feedback is received from the following groups: young people, through the College Council and CPSHE lesson time; parents/carers, governors; the wider College community, including the specialist community public health nurses; supporting outside organisations including the Teenage Pregnancy Co-ordinator for the Primary Care Trust.

This Policy takes full account of the College's legal obligations and the latest DfES guidance 'Sex and Relationship Education Guidance' [DfES 2000].

It has also been written in line with the 'Every Child Matters' agenda with its five key outcomes of:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

in addition it reflects the 'Safeguarding' Guidance.

Our College wishes to ensure all children are valued, that we build strong relationships with parents/carers and the wider community; and that we have robust and sensible policies and procedures in place to protect all young people, and support those in specific need.

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

Exmouth Community College believes that Sex and Relationships Education is an educational entitlement for all young people, and an integral part of each young person's emergence into adulthood. Our Sex and Relationships Education programme will provide young people with:

- Information for young people and their parents/carers
- Knowledge to learn and understand physical development at appropriate stages and understand human sexuality, sexual health, emotions and relationships

- Knowledge about contraception and knowledge of a range of local and national support services dealing with sexual health advice and contraception
- Knowledge of the reasons for delaying sexual activity, and the benefits to be gained from such delay
- Knowledge, understanding and skills related to the avoidance of unplanned pregnancy
- Skills to make responsible decisions about the relationships they form with others
- Skills of assertiveness, communication, exploration of feelings and attitudes such as love, anger, trust, respect, sadness and grief
- The opportunity to examine their own attitudes and values
- The ability to learn to make choices based on an understanding of difference and with an absence of prejudice
- The ability to develop an appreciation of the consequences of choices made
- The skills and awareness to foster self-esteem, positive self image, and confidence, which are important aspects of decision making behaviour.

The College curriculum should aim to promote young people's spiritual, moral, social and cultural development and prepare all young people for the opportunities, responsibilities and experiences of life. The Sex and Relationships Education provision in the College will be developmental and relate to the age and needs of the young people.

The term Sex and Relationships Education is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self esteem and the skills to manage relationships.

Other College policies which have relevance to Sex and Relationships Education include:

- Behaviour
- Anti-Bullying
- Safeguarding
- Looked After Children [LAC]
- Equal Opportunities
- Learning Support
- Teaching and Learning
- Health and Safety
- Drugs Education

#### **4 *Morals and Values Framework and Ethos of the College***

The Sex and Relationships Education programme will reflect the College's over-arching aims and supportive College ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure College environment which is conducive to learning.

All are encouraged to promote the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility to their family, friends, College and wider community.

#### **5 *Equal Opportunities Statement***

Exmouth Community College is committed to equal opportunities in all aspects of College life. All resources used and teaching and learning will support this commitment.

### **The needs of boys as well as girls**

Girls tend to have greater access to Sex and Relationships Education than boys, both through the media [particularly magazines] and the home. We will consider the particular needs of boys, as well as girls, and adopt approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to Sex and Relationships Education. The College will consult young people and parents/carers about their needs and beliefs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### **Varying home backgrounds**

We recognise that our young people may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

### **Sexuality**

Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic, biphobic and transphobic bullying.

### **Learning Support**

We shall take account of the fact that some young people may have learning, emotional, behavioural difficulties or physical disabilities that result in particular Sex and Relationships Education needs.

## **6 Curriculum Content**

According to the latest DfES guidance, Sex and Relationships Education is: "... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". "Effective Sex and Relationships Education is essential if young people are to make responsible and well informed decisions about their lives". DfES 'Sex and Relationship Guidance', 2000

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships. "Research demonstrates that good, comprehensive Sex and Relationships Education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity." DfES 'Sex and Relationship Guidance', 2000

Topics and themes will be revisited each year taking account of the young people's development and needs, and the spiral curriculum programme. This has been developed in conjunction with the QCA curriculum guidelines for Sex and Relationships Education, CPSHE and Citizenship and the Science curriculum.

At Exmouth Community College, Sex and Relationships Education is delivered within a whole school approach which includes:

- Sex and Relationships Education as part of the timetabled PSHE programme delivered by a specialist team
- Teaching Sex and Relationships Education through and in other subjects/ curriculum areas, including RE, drama, and English.
- Teaching elements of the Sex and Relationships Education curriculum through the statutory Science KS3 and KS4 curriculum
- Through pastoral care and guidance.

Consideration will also be given to appropriate teaching methods. Young people are taught in mixed ability and gender groups as appropriate. Where there is a specific need [for example faith groups] arrangements will be made to teach young people in appropriate groupings.

At Key Stage 3 the content of the Sex and Relationships Education programme, including learning outcomes, will include the following topics: puberty; personal safety; friendship and love; family life and relationships; gender issues; conception and birth; contraception; safer sex; support organisations; sex and the law; life stages; sexting and consent.

At Key Stage 4 the content of the Sex and Relationships Education programme, including learning outcomes, will include the following topics: birth processes; abortion; fostering and adoption; genetic inheritance; early parenting; HIV AIDS and STIs; sexual lifestyles; healthy relationships; support organisations; prejudice and stereotyping; different faiths and cultures; sexting and consent and revenge porn.

**[An outline of the full curriculum programme and scheme of work is included in Appendix A]**

## **7 Organisation**

The CPSHE Co-ordinator will co-ordinate the overall planning and delivery of the Sex and Relationships Education programme. They will work in close co-operation with the deputy head with responsibility for curriculum and the named governor for Sex and Relationships Education.

Young people will receive one period per week of timetabled CPSHE and Citizenship curriculum, which includes the Sex and Relationships Education strand of the programme as detailed in the scheme of work in Appendix A, together with other CPSHE activities and events as detailed above. A variety of relevant resources are used as a basis for planning the curriculum content. A summary of these can be found in the scheme of work at Appendix A.

The resources used are available for parents/carers to view if requested.

The knowledge, skills and understanding outlined in the curriculum framework will inform the available choice of approaches to teaching and learning. A range of teaching strategies will be utilised to provide the breadth of effective learning opportunities outlined in the framework for all young people. These include:

- an emphasis on active learning
- enquiry and discussion.

The needs of young people are reflected in the planned programme by drawing on young people's own experiences and existing knowledge, for example through the use of:

- surveys and questionnaires
- end of year questionnaires
- discussion forums
- focus groups
- individual research projects
- other external evaluation methods.

At present a team of Tutors is allocated time to deliver the CPSHE programme across all Year Groups, and they are supported by a regular Continuing Development Programme. At KS3 the programme is usually delivered by the specialist community public health nurses supported by Tutors and at KS4 by outside agencies supported by Tutors.

The Sex and Relationships Education curriculum is cross-phased and is linked to our local Devon primary schools' programmes of study for Sex and Relationships Education. Transition phase curriculum is addressed through yearly meetings with staff from our local feeder primary schools; and good practice is shared.

## **8 Specific Issues**

### **Ground Rules**

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of Sex and Relationships. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Young people will be given preparation so that they will know how to minimise any embarrassment they feel.
- Young people will have the right to pass in discussions in which they may feel uncomfortable responding.
- Only the correct names for body parts will be used.

### **Answering difficult questions**

Sometimes an individual young person will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This College believes that individual teachers must use their skill and discretion in these situations and refer to the CPSHE Co-ordinator or Head of Key Stage [regarding Safeguarding issues].

### **Confidentiality**

Young people occasionally make personal disclosures, either in class or to individual teachers. The College policy about Safeguarding provides guidance for teachers on this matter and should be referred to in conjunction with this policy. College staff cannot promise absolute confidentiality if approached by a young person for help. Young people will be made aware of this and also that their best interests will be maintained. Safeguarding procedures must be followed when any disclosures are made.

### **The nature of support available to young people**

The College takes its role in the promotion of student welfare seriously. Staff will always endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system. They offer a listening ear and, where appropriate, information and advice. The specialist community public health nurses [based at Withycombe Clinic, just off site] offer a health and support service to students as do Imperial Medical Practice, 45 Imperial Road, Exmouth telephone 01395 266295. Where appropriate, students are referred to the specialist community public health nurses and/or outside helping organisations. The College will keep up to date about the development of local services and national help lines for young people, promote their existence to students and endeavour to form working Relationships with local organisations that are relevant to student needs.

### **Professional Conduct**

It is an offence for a teacher to have a sexual relationship with a pupil in the same school who is under the age of 18.

### **Use of external organisations**

A growing number of organisations and visitors, including theatre in education groups, and our specialist community public health nurses, are actively involved in supporting the CPSHE and Citizenship curriculum in our College. Careful consideration is given to the content, co-ordination and consistency of messages presented to young people and an outside organisation is only used to enhance the current programme, not to replace teacher-led delivery.

See the LEA guidance on the use of External Organisations for more details.

### **Legal obligations**

As a maintained secondary school in England and Wales, Exmouth Community College has a legal responsibility to provide a Sex and Relationships Education programme. The College also has a responsibility to keep an up to date written statement of the policy adopted and this must be available to parents/carers.

### **Parents'/Carers' right to withdraw a child**

Exmouth Community College is committed to working with parents/carers. Parents have a right to withdraw their children from Sex and Relationships Education lessons which fall outside those aspects covered in the compulsory National Curriculum Science programme of study. Parents/carers wishing to exercise this right are asked to contact the Principal, who will explore their concerns and the possibilities of adjusting the programme or approach. They will also discuss the possible impact that withdrawal from the programme could have upon the young person, and the possible negative experiences or feelings that the young person might encounter and how these can be minimised. Once a young person has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

Moral and ethical issues for discussion may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the NC subject, it will not be deemed to be part of the Sex and Relationships Education programme and therefore would not be subject to the parental 'right of withdrawal'.

### **Provision for pubertal young people**

Sanitary disposal units are located in the cubicles of all girls' toilets. Girls requiring sanitary protection should go to the key stage College office or to the first aider.

### **HIV/AIDS policy**

The College follows the procedure outlined by the County Council to support young people or staff infected or affected by HIV/AIDS. HIV/AIDS will be addressed within the Sex and Relationships Education programme.

### **Sexuality**

On average, about 5% of our students will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to Sex and Relationships Education will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle homophobic, biphobic and transphobic bullying

### **Contraception and Abortion**

As part of the Sex and Relationships Education programme, issues of contraception and abortion are addressed. Facts are presented in an objective and balanced manner. Young people are encouraged to consider their attitudes and values within the moral framework outlined earlier. They will be made aware of the difference between fact, opinion and religious belief. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If young people need further personal advice about contraceptive use, counselling and support can be sought from appropriate organisations and personnel.

### **Disclosure of pregnancy or contraceptive advice to under 16's**

It is hoped that if a young person is in difficulty they will feel able to talk to an adult in the College, and know that they will be supported. Information and advice will be sought from a health professional. The College will always encourage the young person to talk to their parents/carers first. Young people will be asked whether they can tell their parents/carers and whether they want help in doing so. If this takes place then subsequent responsibility will lie with the parents/carers,

but the College will encourage the continued support and ongoing dialogue in order to be able to continue to support the young person. If a young person refuses to tell their parents/carers the adult will refer them to a health professional. The adult will report the incident to the head teacher who will consult with the health professional and consider whether to inform the parents/carers. These guidelines should be read in conjunction with the College's Safeguarding policy.

### **Family Life**

The value of family life is an important aspect of Sex and Relationships Education which will be approached largely through a consideration of the desired qualities in a relationship, including stability, respect, mutuality, care and support.

## **9 Assessment, Recording and Reporting**

### **Assessment**

Assessment for Sex and Relationships Education will be carried out in a variety of ways including:

- young people's reflection
- teachers' reflection
- reference to data provided on teenage pregnancy rates from the Devon Teenage Pregnancy Co-ordinator.

This will also be linked into key aspects such as bullying incidents, attendance and behaviour.

The CPSHE Co-ordinator will monitor the impact of the programme annually with reference to the defined learning outcomes and young people's responses. Any relevant comments from recent Ofsted inspections, EDS Devon evaluations will be considered.

### **Recording and Reporting**

Young people's achievements will be reported annually to parents/carers via the individual College report.

### **10 Dissemination of the Policy**

All staff members and governors have access to a copy of this policy. Several copies are available to view at the secretary's office upon request, and a short summary of this Policy will be included in the College prospectus.

A copy of the Policy will also be available on the College web-site.

### **11 Monitoring and Evaluation of the Policy**

The CPSHE co-ordinator, in conjunction with the named governor will be responsible for the monitoring and evaluation of this policy.

This policy should be read in conjunction with the Equality Policy. No one will unlawfully be disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.

## **Appendix**

### **Sex and Relationships Education**

#### ***Aims***

The Governors of Exmouth Community College believe that the College curriculum should be directed towards the realisation of the College Aims, namely to encourage all students and staff to recognise their own potential; to assist them to achieve it; to foster a sense of social responsibility.

#### **Attitudes and Values**

CPSHE or Personal Development [formerly Personal and Social Education] is concerned with qualities and attitudes, knowledge and understanding and abilities and skills in relation to oneself and others, social responsibilities and morality. It helps students to be considerate and enterprising in the present, while it prepares them for an informed and active involvement in family, social, economic and civic life. It plays an important part in bringing relevance, breadth and balance to the curriculum. Up to a third of the teaching programme is concerned with supporting learning and academic progress.

In keeping with these aims, 'sex and relationships' education within the College will emphasise the merits of socially responsible behaviour within a long-term, loving relationship. It will give students the information needed to develop as healthy individuals and to make reasoned decisions. It will present the facts in an objective, balanced and sensitive manner, set within a clear framework of values. It will be provided for all students.

#### ***Groupings***

Students are normally taught in mixed ability and mixed gender Tutor Groups. Other groupings may be used as appropriate.

#### ***Content***

As part of the discrete CPSHE programme the following areas of sex and relationships education will be included:

##### **Year 7**

Building of self-esteem  
Health and Safety  
Hygiene [to include infections]  
Puberty

##### **Year 8**

Friendships and Relationships  
Puberty and Healthcare advice [including SRE]  
Drugs Education

##### **Year 9**

Relationships and Peer Pressure  
Sex Education [including puberty, STIs and contraception]  
Confidence and Responsibility

##### **Year 10**

Sex & Relationships Education [including sexuality, abortion, STIs]

##### **Year 11**

Drug and Sex Education [to include 'date rape', STI's]  
Being independent in the 'real world'

### **Parental Rights**

Parents have the right to withdraw their children from any or all of the areas listed above. Any such requests should be addressed in writing to the appropriate Head of Year who will then arrange a period of supervised private study for the students concerned.

Parents may also view materials used by contacting the CPSHE Co-ordinator or the Head of Year. Materials used will be monitored also by the members of the Governing Body who may also be contacted with any concerns.

Any potential parent wishing to discuss the area of Sex Education in the College should contact, in the first instance, the Deputy Principal, Mr Allen.

### **Teaching within the Science Curriculum**

Within Science, a unit in Year 7 called 'Reproduction' is taught, which deals with the biology aspect of the subject. Topics include the Human Reproductive System, Puberty, The Menstrual Cycle, Sex, Fertilisation, Pregnancy, and Childbirth.

Resources used include worksheets, discussions, videos, and lots of question/answer. Each teacher deals with the subject matter differently, but many teachers give the pupils the chance to ask anonymous questions about the topics being covered.

In Key Stage 4, Module 4 'Inheritance and Selection' in Year 11 includes Asexual and Sexual Reproduction, which covers how a variety of organisms reproduce, not just humans. It is not as detailed as the material in Year 7, and deals more with cell-level biology. The same module includes the Menstrual Cycle and Control of Fertility, which focuses primarily on the hormones involved with both topics.

### **Teaching within other departments about Sex and relationships.**

Other departments in the college, for example, Religion, Drama, English, Media Studies etc will touch on areas of SRE, particularly relationships education. However, here it is not taught as a discrete subject.

## Appendix

### HIV & AIDS and Other Serious Infectious Diseases

- 1 HIV positive people will not be discriminated against in any way.
- 2 Strict confidentiality shall apply. Any member of the College receiving a disclosure shall report it only to one of the designated teachers in charge of Safeguarding. Information will be held centrally only by the designated teachers in charge of Safeguarding.
- 3 Education about AIDS shall be included in the Curriculum of all students. The material to be used shall be appropriate to the age of students, and shall be incorporated into the CPSHE programme.
- 4 Every member of the College shall responsibly adopt procedures to ensure that they would not pass on infection.
- 5 The Health and Safety Committee shall keep First Aid and modern hygiene procedures constantly under review and disseminate information.
- 6 All members of the College shall be responsible for keeping themselves informed of modern hygiene procedures.

### THE SCHOOL HEALTH SERVICE

#### Aims

To achieve the best possible level of health for all children of school age in order that they may meet their full educational potential.

#### Objectives

- 1 To decrease preventable causes of ill health, eg: accidents, infections, smoking, etc.
- 2 To ensure that children are encouraged and enabled to take responsibility for their own health and well being.

Every school has a fully trained 'named' Specialist Community Public Health Nurses. Our specialist community public health nurses are available at Withycombe Centre 01395 226732.

The specialist community public health nurses are your first point of contact in the School on all health matters. They are responsible for assessing the health needs of children and for implementing, facilitating and co-ordinating those needs. They can maintain continuous and regular contact with parents, teachers and will liaise with, and refer to, other professionals as required. The School Nurses will be happy to be involved in the planning and delivery of a co-ordinated health education programme and their attendance at Pastoral Care Meetings is offered and various reviews if required.

**The Specialist Community Public Health Nurses are not the primary contact for first aid in College**, although they will, of course, respond in an emergency and will provide advice and support where appropriate.

**First Aid is provided by Mrs Carol Heavens who works from the Medical Room on GREEN CLOSE – Site 1 Telephone extension 5605.**