

COMBE PAFFORD SCHOOL

SEX AND RELATIONSHIP POLICY

Rationale

Sex and Relationship education is a 'lifelong process for acquiring information, developing skills and forming values and beliefs about sexual relationships, identity and intimacy'. 'Sex and Relationship education should support positive levels of self-esteem and the development of emotional resourcefulness in children and young people'.

(Sex Education Forum Factsheet 14 1999)

Sex and Relationship Education is taught as part of the whole school PSHE programme. It is taught in the context of loving relationships within a family unit. Relationships are valued as fundamental to development and fulfilment of ourselves and others and to the good of the community. SRE takes place within a safe environment as part of a pupil's entitlement to a broad, balanced curriculum.

Context

The national Healthy School Standard and Torbay Teenage Pregnancy Strategy 2005/2006 have been taken into account during the formulation of this policy to achieve local targets.

Aims

- To prepare our young people for adult life, its challenges, complexities and responsibilities. To give reassurance of their value and self worth in an atmosphere of dignity, self-respect and self-restraint.
- To inform on matters of developmental changes (physical, emotional and social) and the human reproductive process.
- Personal hygiene, its practice and related healthy issues.
- To provide information on relationships and changing inter-actions between different kinds of people, including stable partnerships and marriage.
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care. To develop sensitivity towards the needs of others encompassing fidelity and loyalty. To know the associated risks of early sexual activity including S.T.I. and HIV/Aids infertility, and cervical cancer.
- Family roles, relationships and responsibilities – changes brought about by the birth of a new baby, including financial and emotional implications.
- Family planning and birth control. Abortion, information and support routes for health services.

Issues Considered

- Statutory Legal Requirements, Sex Education and the Law
- The Childrens' Act – relating to child's right to confidentiality
- Pupils' needs – including those with physical difficulties and complex needs (see Appendix 1)

- Parents' wishes have been sought individually and collectively through questionnaires and open evenings. Individual concerns are attended to as necessary through consultation and referral to relevant agencies/support groups.
- SRE will be timed to be delivered early – ie before puberty, before feelings of sexual attraction begin and before young people develop sexual relationships.
- SRE will offer a positive and open view of sex and sexuality and support sexual self acceptance.
- SRE will be linked to contraceptive services through the school nurse and awareness of other support services. Individual and small groups of same sex pupils are invited (with parents' permission) to attend follow up sessions at lunchtime or after school after whole class lessons on contraception and sexual relationship issues.
- SRE will empower pupils and allow them to be involved in making decisions as to the content of SRE lessons. Pupils are surveyed/interviewed or take part in draw and write techniques in order for a needs assessment to be tailor made to inform lesson content.
- The differing physical, intellectual and emotional rates of development are acknowledged and individual needs will be addressed as pertinent.

SRE education will be taught within the following values framework:

- Value of oneself as a unique human being capable of spiritual, moral, intellectual and physical growth and development.
- Self respect and self discipline.
- Value of relationships as fundamental to the development and fulfilment of ourselves and others.
- Value of families as sources of love and fulfilment and as the basis of a society in which people care for others.
- To recognise that the love and commitment required for a secure and happy childhood can be found in families of different kinds.
- To support those who cannot by themselves, sustain a dignified lifestyle.

Specific Issues Statements

- Confidentiality - It is agreed that staff cannot promise absolute confidentiality on all sex education issues and that pupils will need to understand that a confidence would not be broken without the child being first informed.

Any child protection issues would need to be recorded on paper and referred to Child Protection designated officer (currently J Knight - and in his absence M Lock. The Child Protection procedures are based on the principle that the interests and welfare of the child are of paramount importance.

Where a teacher learns from a pupil under 16 years of age that they are having or contemplating having sexual intercourse he/she should, wherever possible, persuade the young person to talk to a parent/carer. Child Protection issues must be addressed and relevant health agencies/support services brought in to give guidance.

Health professionals are bound by their own codes of conduct to maintain confidentiality, in a one-to-one situation outside of the classroom.

- Withdrawal Procedures – Parents will be informed in writing of the timing and content of SRE lessons. Parents have the right to withdraw from all or part of the SRE except that which is included in National Curriculum Science orders. They should request withdrawal in writing and be invited to discuss their concerns with the Headteacher. If withdrawal is still preferred alternative classroom arrangements will need to be made.
- Equal Opportunities - In support of the equal opportunities policy it is expected that all pupils, regardless of age, ability or disability, sex or race will have the same opportunities to benefit from the sex education resources and teaching methods.
- Bullying – Refer to policy document on behaviour. All staff are aware of and act upon incidents/comments relating to sexual bullying/harassment including homophobic attitudes and vocabulary.
- Use of Visitors – Health professional/agency workers are used as part of planned schemes of work (see use of Visitors Policy). They have met County vetting procedures, are always with a teaching member of staff and are aware of the morals/values framework within the SRE policy.
- Content of SRE – See Curriculum Overview.

**Approved by Governors
Date for Review**

**March 2003, February 2004, February 2006
February 2008**

APPENDICES - Not Yet Attached

Resources including criteria for selection

Pupil by key stage