



This policy is called:	Sex and Relationship Education Policy
It applies to:	Lordswood Girls' School and Sixth Form Centre
Person responsible for its revision:	Assistant Headteacher - Student Behaviour, Welfare & Development
Status:	Non-statutory
Website:	Website and staff launch page
Approval by:	Governing Body
Review Frequency:	Every two years or as required
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This policy was first developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. It has now been reviewed in order to ensure it meets the needs of the schools within the Trust and the new National Curriculum. As part of this review, consultation is taking place with

- The Governing Body
- Parents
- School Council

Lordswood Girls' School and Sixth Form Centre are mixed ability and multi-ethnic, with the school being single sex at Key Stages 3 and 4 and mixed at post-16. Students are drawn from a wide area from around south-west Birmingham and Sandwell and from a range of socio-economic backgrounds. The area in which the schools are located has rates of teenage pregnancy which are above the national average. The area also has higher rates of ST infection.

#### **TRUST'S POLICY STATEMENT ON SEX & RELATIONSHIP EDUCATION**

Lordswood Girls' School recognises that the prime responsibility for bringing up children rests with their parent(s)/guardian(s)/carer(s). The school and sixth form centre have a supportive role in helping students to understand and manage the emotional and physical aspects of their growing up and in preparing them for the challenges and responsibilities that sexual maturity brings. Sex and relationship 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.

## **RATIONALE**

The teaching of sex and relationship education will encourage all students to realise their full potential, to live and work in harmony with others and to be ambitious for their futures. It will also prepare students for the opportunities, responsibilities and experiences of adult life.

## **AIMS**

The teaching of sex and relationship education at Lordswood Girls' School aims to provide a stimulating and supportive learning environment in which students can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills:

- valuing themselves as unique individuals;
- keeping themselves and others healthy and safe;
- communication, decision making and assertiveness,
- knowing how and where to gain information and support and participating in society.

There are therefore three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

## **PRINCIPLES & VALUES**

The School believes that sex and relationship education should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- be an entitlement for all young people.
- encourage every student to make a positive contribution to the community and support each individual as they grow and learn.
- be set within the wider educational context and support family commitment and love, respect and affection, knowledge and openness. We acknowledge that 'family' is a broad concept and not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love and respect for one other.
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents/guardians/carers are the key people in teaching their children about sex, relationships and growing up and aim to work in partnership with them.
- recognise that the wider community has much to offer and work in partnership with health professionals, social workers, mentors or advisers.

Sex and Relationship Education in this school has three main elements:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **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;
- the avoidance of unplanned pregnancy.

### **ORGANISATION OF SEX AND RELATIONSHIP EDUCATION**

- At Lordswood, sex and relationship education is delivered through the PSHE programme and science and RE lessons at KS3 and KS4. Much of the sex and relationship education in years 7-11 takes place within PSHE days. Form/Review Tutors generally deliver the PSHE curriculum with support from outside agencies where appropriate. SRE content is delivered by specialists wherever possible. Delivery focuses both on the emotional aspects of development and relationships, and the physical aspects of puberty and reproduction.
- The Science National Curriculum is delivered by staff in the science departments. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not ignored.

- Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- All teachers and other staff members who are required to teach SRE will receive the relevant training and resources.
- We aim to provide a learning environment which enables students to gain information and knowledge and allows time for reflection.

## **INCLUSION**

At Lordswood, we have a commitment to ensuring that our Sex and Relationship Education Programme is relevant to all students and is taught in a way that is age and stage appropriate.

- **Ethnic and Cultural Groups**

The policy is intended to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

- **Students with Special Needs**

The schools will ensure that all young people receive sex and relationship education, and will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

- **Sexual Identity and Sexual Orientation**

Lordswood Girls' School and Sixth Form Centre aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## **CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES**

- Teachers cannot offer unconditional confidentiality and will need to make students aware of this.
- In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
  - the young person will be persuaded, wherever possible, to talk to parent/guardian/carer and if necessary to seek medical advice;
  - child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures;
  - the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

- In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.
- Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Safeguarding Policy.
- All staff members and external visitors who work with students will also have a copy of this policy and the school's Safeguarding Policy.

## MONITORING

- Evaluation and assessment, including self-assessment, are an integral part of the PSHE programme. -
- The Co-ordinator/Lead Professionals for PSHE, Science and RE will monitor teaching and learning in accordance with the school's policy.
- Implementation of the Sex and Relationship Education Policy will be monitored by the Assistant Headteacher (Student Behaviour, Welfare & Development).
- Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's - Sex and Relationship Education policy, and on support and staff development, training and delivery.

## RIGHT OF WITHDRAWAL OF STUDENTS FROM SEX AND RELATIONSHIP EDUCATION

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Alternative arrangements would be made in such cases. Parents are encouraged to discuss their decisions with the Headteacher at the earliest opportunity. Parents are welcome to review any SRE resources the schools use.

## PROGRAMME

The programme for sex and relationship education in the school and sixth form centre is outlined below:

<p><b>Year 7</b></p>	<ul style="list-style-type: none"> <li>• Puberty (delivered by an RSE specialist, students learn how to use the correct terminology for body parts, explain the changes that happen at puberty, understand basic information on reproduction and know how to manage the emotional and physical changes that happen during puberty).</li> <li>• Human reproduction (delivered in science lessons).</li> <li>• Sexting</li> </ul>
<p><b>Year 8</b></p>	<ul style="list-style-type: none"> <li>• Consent (Barnards's resources used)</li> <li>• Healthy Relationships (students learn the correct language of sexuality and gender)</li> <li>• Right Age, Right Stage (delivered by an RSE specialist, students understand the laws that impact on growing up, the laws around sex and marriage including consent, FGM and forced marriage)</li> </ul>

<p><b>Year 9</b></p>	<ul style="list-style-type: none"> <li>• Contraception (this lesson which is delivered by a Health Education Specialist includes a condom demonstration. Students evaluate how different methods of contraception can prevent fertilisation and pregnancy).</li> <li>• Grooming (Barnards’s resources used)</li> <li>• Diversity Role models (Delivered by representatives from Diversity Role models, students explore stereotypes and address their own misconceptions around gender and sexuality through discussion with LGBT+ and ally role models. Students recognise, prevent and challenge gender and sexuality-based bullying and discrimination.</li> <li>• Theatre in Education by Loudmouth theatre on the theme of CSE (Students learn how to identify signs of a safe or unsafe relationship. The production gives students an increased awareness of grooming/ child sexual exploitation and abuse of power and control by individuals, groups and gangs. Students have an increased awareness of how easy it can be to get drawn into child sexual exploitation and how hard it can be to get out. They learn how to spots the signs of grooming and child sexual exploitation or abuse by individuals, groups and gangs.</li> <li>• Pornography (Barnardo’s resources used)</li> </ul>
<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>• Healthy Relationships (delivered by an RSE specialist, students revisit why people use contraception and how STIs are transmitted. The session includes a condom and femidom demonstration. Students understand why people may not use contraception (alcohol, lack of knowledge, peer pressure, beliefs that certain practices are safe). They also learn what sexual health services are available to young people</li> <li>• Teenage Partner Abuse (students understand that everyone is entitled to healthy, safe and respectful relationships. They learn the key qualities that form the foundation of all healthy relationships and are able to identify the key warning signs of an unhealthy relationship).</li> </ul>
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• Self-esteem in relationships (delivered by a RSE specialist, students are able to identify what self-esteem is and understand the cycle of healthy and low self-esteem. They are able to identify some of the feelings and behaviours associated with healthy and low self-esteem and how that impacts on how others see and treat them. Students explore how self-esteem can impact on women’s sexual health and relationships and are able to identify what supports and builds healthy self-esteem and helps stop low self esteem.</li> </ul>
<p><b>Year 12</b></p>	<ul style="list-style-type: none"> <li>• <b>Consent</b> – Students are able to understand and appreciate the legal consequences of failing to respect other’s rights to not give or withdraw consent and to understand the value and qualities of consent in relationships. They learn how to seek redress if their consent has not been respected.</li> <li>• <b>Diversity in Relationships</b> - Students are encouraged to reflect on their understanding of different types of relationship including LGBT+ and appreciate how different cultures and faiths view relationships, respecting other’s rights to hold their own views.</li> <li>• <b>Sexual Relationships</b> – Students are able identify common myths about first sexual encounters. They learn how to distinguish between good and bad experiences to keep them safe from harm.</li> </ul>
<p><b>Year 13</b></p>	<ul style="list-style-type: none"> <li>• <b>Healthy Relationships</b> - students explore how to manage risky or unhealthy</li> </ul>

	relationships including harassment and abuse (including online) and understand their rights to access support. They explore how to develop and maintain a variety of healthy relationships in both social, educational and employment contexts, including parenting skills.
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**LINKS WITH OTHER POLICIES**

PSHE Policy

Safeguarding Policy