



SHAPWICK SCHOOL

SEX EDUCATION POLICY

Section 1

What is sex and relationship education?

Sex and relationship education (SRE) is about our bodies, our health and our relationships with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships.

SRE is taught gradually so that learning can be built on year by year in a way that is appropriate to the age and maturity of each child. It must respond to the needs they have and must enable them to successfully manage the challenges they face as they grow up.

SRE teaches children and young people to develop values, attitudes and learn personal and social skills and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.

Evidence shows that a comprehensive SRE programme has a positive impact on young people's sexual behaviour helping them to understand the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy.

Under Ofsted's inspection framework all schools will be required to evidence the ways in which their teaching and operation contribute to the achievement of the 5 outcomes of Every Child Matters, which are

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic wellbeing

SRE incorporates the Be Healthy and Stay Safe outcome of Every Child Matters

Why sex and relationships education is important at Shapwick

- We aim to recognise that the word family is a broad concept so it is important that we examine a variety of family structures and acceptance of different approaches.
- To promote respect for other's views
- To create an atmosphere where questions and discussion of sexual issues can take place openly and without embarrassment.
- We recognise that parents are the key people who educate their children about sex, relationships and as a school we must work with parents and students.
- To invite people from the community in to talk to the students about their area of expertise

AIMS

The aim of SRE is to provide balanced factual evidence-based and age appropriate information. To be sensitive to faith and cultural perspectives, promote equality, inclusion and acceptance of diversity, promote strong and stable relationships and provide children and young people with a clear sense of rights and responsibilities as citizens.

Section 2

Delivery and Organisation

SRE at Shapwick has 3 main elements

1. Values and Attitudes

- Learning the importance of mutual respect, values and moral choices
- Learning the value of family life, marriage and of loving, stable relationships in bringing up children
- Learning about rights and responsibilities for self and others
- Learning about the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Challenge myths, misconceptions and false assumptions about normal behaviour

2. Knowledge and Understanding

- Learning and understanding emotional and physical development
- Understanding human sexuality reproduction, sexual health, emotions and relationships
- Learning how to resist unwelcome pressures to be sexually active
- Learning how to avoid unplanned pregnancy and STIs including learning about contraception and how to avoid infections
- Learning about pregnancy and the choices available
- Learning about the range of local and national sexual health advice, contraception and support services available
- Understanding the legal aspects of sexual behaviour
- Learning about the links between sexual health and alcohol
- Understanding the positive benefits of loving, rewarding and responsible relationships
- Learning about the impact of coercion and violence and understanding that consent is critical

3. Personal and Social Skills

- Learning to identify their own emotions and those of others
- Managing emotions and relationships confidently and sensitively
- Developing self respect and empathy for others
- Communicating openly and respectfully about sex and relationships
- Making and carrying out decisions
- Developing an appreciation of the consequences of choices made
- Coping with and resisting unwelcome peer pressure
- Managing conflict

- Learning how to identify risk
- Recognising and avoiding exploitation and abuse. Asking for help and accessing advice and services

Shapwick School delivers its SRE through its PSHE and Science lessons. (at the Prep School this is Life Science). This is undertaken at the Senior School by two PSHE teachers who have built up good relationships with the students, with support from professionals including the School Nurse Service. At the Prep School the Life Science Course is run by one dedicated member of staff and within KS3 two members of staff are responsible for the delivery of the PSHE curriculum. These staff members also teach the junior department PSHE sessions. This means that pupils are able to develop confidence and trust which is so important within the delivery of PSHE. The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction although the importance of relationships is not forgotten.

Any SRE lesson may consider questions/issues that some students will find sensitive. Before starting the unit on SRE ground rules are established which do not allow personal information being requested in the lesson. When students ask questions we answer them honestly within the ground rules established at the start of the session. When it is felt that answering a specific question would involve information at the level above the development of the rest of the student questions may be dealt with individually at another time.

SRE at Shapwick is taught under the titles

1. Personal identity
2. Healthy lifestyles
3. Diversity
4. Relationships
5. Risk and getting help
6. Assessment and learning

These are based around the National Curriculum's end of KS statement for personal well being.

Assessment

Currently staff professionally judge student progress in areas of SRE and refer on to other colleagues if they have concerns. The end of Key Stage statements are used by teachers for reports. Each year group also has an assessment lesson which is used for consolidation and formative assessment.

Learning Outcomes

The following statements give a basis for planning work to develop knowledge and understanding values and personal skills in SRE.

By the end of Year 9

Pupils have been provided with the opportunities to:

- Understand some of the elements of being ready or not for a sexual relationships
- Understand how to put on a condom
- Understand more about how prejudice, sexuality and gender affect our life chances
- Understand more about starting relationships
- Understand more about how relationship problems might be solved
- Understand more about how the law impacts sexual relationships
- Understand more about the effects of sexual bullying
- Know where and how to access support and help on sex and relationships

By the end of Year 10

- Understand more about the impact of the media on sexual relationships
- Understand more about how STIs are transmitted
- Understand more about the signs and symptoms of STIs
- Understand how to carry out testicular and breast examination health checks
- Understand how to recognise feeling in others
- Understand how to read body language
- Understand more about the similarities between men and women which surround sexual relationships
- Understand the concept of 'readiness' for sexual relationships
- Understand the effects of peer pressure
- Understand some of the elements that make up a positive sexual relationship
- Know how to get help if they are concerned about STIs
- Understand what happens at a GUM clinic
- Know who to approach in school for help on sexual health, relationships and alcohol/drugs issues
- Reflect on the importance of sex and love in peoples' lives
- Understand more about the effects of teenage pregnancy
- Understand more about abortion
- Understand more about emergency contraception
- Understand more about the experience of young mums
- Understand the risks attached to a range of sexual activities
- Understand some of the issues faced by different sexual identities
- Understand some of the physical and emotional difficulties attached to sexual relationships
- Understand more about how relationships develop as people grow older
- Understand a range of different sexual types of relationships
- Understand a range of difficulties that people may face at different stages of their relationships
- Understand the difference between supportive and abusive behaviours in relationships

- Understand the law as it relates to relationships
- Understand the differences in learning about sexual relationships through SRE and pornography
- Know where and how to access support and help on sex and relationships

Year 9	
PSHE	Science
<ul style="list-style-type: none"> • Relationships, looking at issues such as responsibility, pressures, appropriate behaviour, contraceptives, HIV/AIDS. • Involvement of School Nurse • Delay in sexual relationships • Understand the effects of alcohol and drugs on relationships 	Science new orders 2006 – across the whole of KS3 <ul style="list-style-type: none"> • Unit 3.3 - Organisms, behaviour and health • Biology 1a - Vaccinations, immunization to prevent disease. • Focus on effects on unborn child. • Hormones and fertility treatment. • The effects of drug taking in pregnancy
Year 10	
PSHE	Science
<ul style="list-style-type: none"> • Update on contraception and sexuality transmitted infections. • Involvement of School Nurse • Body language, concept of readiness for sexual relationships 	<ul style="list-style-type: none"> • Body systems, genes, • Inherited diseases and effect on the individual and family.
Year 11	
PSHE	Science
<ul style="list-style-type: none"> • Marriage and the family • Divorce • Involvement of School Nurse – issues around contraception, teenage pregnancy and STI. • Issues around homophobic bullying • Unplanned pregnancy and abortion • Sexual identities • How relationships change over time • Domestic abuse 	<ul style="list-style-type: none"> • Body systems, genes, human health including environmental factors • Biology 2 – issues of genetics, genetic crosses, hybridization, meiosis, mitosis

Rights of parents

Parents have the right to withdraw their children from the non-statutory sex and relationship programme other than those elements which are required by the National Curriculum Science order

Teaching Strategies

A variety of teaching strategies are used in order to develop student confidence in talking and thinking about relationships. Such discussions have the ability to be embarrassing for both teacher and student if not handled appropriately therefore the term partner is used

Ground Rules

Ground rules are used by teachers to help create a safe environment where what is said by the student stays within the room and they are not in danger of others repeating what they have said. Students should not feel embarrassed by unintended or unexpected questions or comments from other students. Ground rules are expected to include:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used

Dealing with questions

Teachers establish clear guidelines of what is appropriate in a class setting. The following advice will help teachers to be prepared for the unexpected:

- If a question is too personal, the teacher should remind the student of the ground rules
- If a teacher doesn't know the answer to a question it is important to acknowledge this and to suggest that the student or teacher or both research the question later
- If a question is too explicit, feels too old for the student, is inappropriate for the whole class or raises issues of sexual abuse, the teacher should acknowledge it and promise to deal with it later on an individual basis, so the student feels they have been treated with respect, but the rest of the class will not have to experience the information
- If a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's Child Protection procedures

Reflection

Reflection is extremely important as it encourages students to consolidate what they have learned and to frame understanding skills and attitudes. Teachers are encouraged to help students reflect on their learning by asking questions:

- What was it like doing this discussion today?
- What did you learn from the others?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Students are given appropriate factual information

Training

Materials are discussed within the PSHE team before delivery. Teachers do attend appropriate training and this is updated

Sexual identity and sexual orientation

Schools have to ensure that the needs of all students are met in their programmes. Young people need to feel that sex and relationship education is relevant to them and sensitive to their needs

The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of any orientation.

Therefore when issues like homosexuality arise within the curriculum either when dealing with issues such as HIV/Aids or in relation to discussions that arise from TV programmes it should be objective balanced and sensitive so that it enables the students to recognise the physical and emotional implications of such relationships. Homosexuality can be an emotive issue and teachers should take care to ensure that no one is judgemental. It may be what some of our students have families where there are lesbian/gay relationships and so sensitivity is needed to avoid causing hurt and offence to them and their families.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head of PSE to oversee and organise the monitoring and evaluation of PSHE, in the context of the yearly self-evaluation. The school will act to introduce any changes to the curriculum that may develop during the natural cycle

Ofsted is required to evaluate and report on spiritual, moral, social and cultural developments of students. This falls within the remit of the 'Every Child Matters' agenda.

Success Markers

- All students are taught the programme
- Students feel that the programme is relevant and worthwhile
- Students are aware of the medical and support services available
- Students feel confident to make disclosures in appropriate settings.

Evaluation

On going evaluation in PSHE meetings which culminates with an annual review

Review date – September 2012

