



Realising potential

Policy Title:	Policy on Sex and Relationship Education
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If you wish to discuss any aspect of this policy the member of staff you should see is:

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Policy on Sex & Relationship Education

1. Context

- 1.1 Uckfield College aims to develop a curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and prepares pupils for the opportunities, responsibilities and experiences of adult life.
- 1.2 Sex and Relationship Education combines the learning of sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes to empower young people and build self-esteem. Students should understand the physical, psychological, social, emotional, legal and moral aspects of sex and sexuality.
- 1.3 Good quality sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It will help them to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2. Aims and Objectives of Sex and Relationship Education

- 2.1 Personal, Social and Health Education provides a vehicle for the teaching and learning of sex and relationship education. Its aims should match the age, maturity, background and experience of the young people involved whilst encouraging and reflecting on morality and values.
- 2.2 A Sex Education curriculum will be primarily concerned with:
 - the provision of factual information and the development of an understanding of it
 - the development of a range of appropriate personal skills;
 - the discussion of attitudes and values.

In order to achieve these aims the following objectives should be considered:

- To enable young people to understand the biological facts related to human growth and development including puberty, reproduction, contraception, pregnancy and birth
- To enable young people to identify and manage emotions confidently and sensitively and to develop self-respect and empathy of others.
- To develop an understanding of and sensitivity to different lifestyles, needs and feelings of others including religion, family life, culture, gender and sexual orientation.
- To enable young people to identify and develop communication skills to use sources of help (local and national) and advice available within the family, college and community including health professionals.
- To assist young people develop positive values and a moral framework that will guide decisions, judgements and behaviour; and promote a positive attitude to healthy lifestyles and keeping safe.
- To develop critical thinking, decision making, negotiation and assertiveness skills and learn how to assess risk and develop strategies for keeping safe.
- To understand how the law applies to sexual relationships.
- To learn about the routes of transmission, symptoms and treatment for sexually transmitted infections including HIV/AIDS
- To understand the possible impact of risk taking behaviour such as drinking or drug taking on sexual health
- To be aware of the reasons for and benefits of abstaining from or delaying sexual activity

3. The Sex and Relationship Education Curriculum at Uckfield College

- 3.1 Sex and Relationship Education at Uckfield College is taught through Science and it also forms an integral part of the Life Learning curriculum. Topics will be returned to in a developmental programme at each key stage to enable young people to build on prior learning.
- 3.2 We believe that Sex Education cannot be value-free. At Uckfield it will be tailored to the age and understanding of students. The facts will be presented in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour.
- 3.3 Students should accordingly be encouraged to appreciate the value of stable family life, and the responsibilities of parenthood. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. And they should be enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.
- 3.4 Sex and Relationship Education is taught within the wider context of building self-esteem, emotional well being, relationships and healthy lives.
- 3.5 The National Curriculum guidance for the teaching of sex and relationship education is below.

Key Stage 3

- i. Recognise the importance of personal choice in managing relationships so that they do not present risks, eg to health, to personal safety.
- ii. Understand that organisms (including HIV) can be transmitted in many ways, in some cases sexually.
- iii. Discuss moral values and explore those held by different cultures and groups.
- iv. Understand the concept of stereotyping and identifying its various forms.
- v. Be aware of the range of sexual attitudes and behaviours in present day society.
- vi. Understand that people have the right not to be sexually active; recognise that parenthood is a matter of choice; know in broad outline the biological and social factors that influence sexual behaviour and their consequences.

Key Stage 4

- i. Understand aspects of Britain's legislation relating to sexual behaviour.
- ii. Understand the biological aspects of reproduction.
- iii. Consider the advantages and disadvantages of various methods of family planning in terms of personal preference and social implications.
- iv. Recognise and be able to discuss sensitive and controversial issues such as conception, birth, HIV/AIDS, child-rearing, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality.
- v. Be aware of the need for preventative health care and know what this involves.
- vi. Be aware of the availability of statutory and voluntary organisations which offer support in human relationships, eg Relate.
- vii. Be aware that feeling positive about sexuality and sexual activity is important in relationships; understand the changing nature of sexuality over time and its impact on lifestyles, eg the menopause.
- viii. Be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement.
- ix. Be able to discuss issues such as sexual harassment in terms of their effect on individuals.

3.7 **Key Stage 5**

Students of 16 and over have an entitlement to a continuation of their sex education. Whilst at this age the legal context of sexuality may change, this change of status does not necessarily reflect the experiences of young people themselves in transition from childhood to adulthood. Any sex and relationship education should recognise that after the age of 16 young people will be making more decisions independently and aim to give them skills and strategies in this area.

4. The Organisation of Sex and Relationship Education at Uckfield College

- 4.1 The strategic leader for the Life Learning education programme is Rob Wakeling, Assistant Headteacher. Alison McMillan is Curriculum Leader of the Life, Religion and Ethics department.

5. Delivering the Sex and Relationship Education Curriculum

- 5.1 **Teaching and Learning Methodologies** – Students should feel comfortable and confident in talking, listening and thinking about sex and relationships. Teachers are encouraged to create a safe classroom environment by negotiating and setting ground rules. These should include an agreement about acceptable and unacceptable language and behaviour; equalities and inclusiveness; the right to personal privacy and appropriate confidentiality. Students have the right to 'pass' on any questions they do not feel confident in answering.
- 5.2 Teachers are encouraged to use a 'question box' or similar to answer questions not addressed in the lesson. They too have the right to 'pass' on unexpected or inappropriate questions that the teacher feels may be too personal, too difficult to answer or outside the teacher's expertise, too explicit or inappropriate for the whole class or raise issues about the risk of child abuse. Teachers should not be drawn into anecdotes about their personal lives or experiences.

- 5.3 Sex and Relationship Education will be delivered in mixed gender groups to encourage communication and discussion with the opposite gender and so developing an understanding and empathy for alternative points of view including the preference to delay or not have sex at all. On occasions it may be appropriate, to create single gender groups to address the different needs of girls and young women and boys and young men.
- 5.4 A variety of teaching and learning methods are used to teach sex and relationship education at Uckfield College with a focus on active learning and participation. The content and type of teaching methods will reflect and acknowledge what young people already know. Individual teachers should select the most appropriate methods to meet the aims of the lesson or activity.
- 5.5 Teachers will make sure that students of all abilities have equal access to information in this area. At times this may involve differentiated tasks. Learning Plus staff will be used with students who have specific learning difficulties or for whom English is a second language.
- 5.6 **Outside visitors/speakers** - The use of visitors, such as health professionals have much to contribute to the sex and relationships programme and are planned as part of the curriculum at KS3 & 4 and complement the existing schemes of work. All visitors are expected to work within existing policies, such as this and within the limits of teacher confidentiality.

6. Confidentiality, Child Protection and Disclosure

- 6.1 Effective sex and relationship education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. Students should be reminded that the age of consent for heterosexuals and same sex relationships is 16.
- 6.2 Should a teacher believe that a student is engaging in (or considering) an action which is likely to place him or her at moral or physical risk, or in breach of the law, then that teacher must ensure that the student is aware of the possible implications. The student should be encouraged to seek advice from his or her parents and perhaps their doctor. The teacher must **inform the Deputy Principal** responsible for child protection / safeguarding. Teachers are not in a position to offer such confidentiality to students and therefore must refer all concerns on.
- 6.3 The person in charge of **Child Protection / Safeguarding** at Uckfield College is Deputy Principal **David Burren**.

7. Parents and carers

- 7.1 Parents and carers are the key people in educating their children in sex and relationships and maintaining the culture and ethos of their family. However it is acknowledged by the College that many parents and carers find it difficult to discuss such issues and would appreciate a supporting role. Uckfield College is happy to discuss any aspect of the Sex and Relationship Education programme and view teaching materials.
- 7.2 **Child withdrawal procedures** - Parents have the right to withdraw their children from all, or part, of the Sex Education provided by the College, except where it is taught as part of the National Curriculum. Any parent contemplating such action is invited to make an appointment with the Principal and/or Life Learning lead to discuss their concerns.