

# The Friary School



## SEX & RELATIONSHIPS EDUCATION POLICY

### Introduction

This policy covers our school's approach to sex and relationships education which is a statutory requirement for teaching in all maintained schools in England. It was produced in consultation with the school's governing body. Advice has been incorporated from the PSHE Association and The Sex and Relationships Council.

### Key Principles

'Sex and Relationship Education' (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care and the role of committed relationships within this. It is also about the teaching of sex, sexuality, and sexual health. However, it is not about the promotion of sexual orientation or sexual activity.

Our school's overarching aims and objectives are to provide all of our students with a broad and relevant programme of sex and relationships education that is age-appropriate, engenders respect and understanding and empowers all students to make considered and appropriate decisions. The safety and wellbeing of our students is at the heart of all that we do and it is our desire, that both within and outside of the school environment, our students are able to engage in safe, happy and healthy relationships in whatever form they take.

To facilitate this we are committed to imparting up-to-date, relevant and high quality information from trained staff. We will provide students with support and guidance in a setting where every student has a voice that is listened to and where staff and students are respectful of each other's views and opinions but with zero tolerance of prejudice. We will nurture students' self-esteem and help them to develop a range of skills that will promote successful navigation through this complex and challenging aspect of their lives.

Teaching at all Key Stages will include an understanding of the physical and emotional aspects of sex and relationships, the importance of understanding and sensitivity towards others' viewpoints and sexual orientation, the ability to recognise danger in all its forms and the development of skills and strategies to safeguard against potential harm.

It is our desire that students are able to place value on developing stable, loving and committed relationships in whatever form they take and, that they are based on mutual respect. In doing so it is our belief that students are more likely to make healthier decisions regarding sex, be less likely to be exploited or exploit and be better equipped to deal with the emotional aspects of relationships.

### Outcomes and Practice

The desired learning outcomes for students who have taken part in the school's sex and relationship programme are that they are prepared for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within sexual relationships
- have the confidence and self-esteem to value themselves and others, together with respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively

- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended/unwanted conceptions, and sexually transmitted infections including HIV
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and if necessary treatment
- know how the law applies to sexual relationships

We will involve and consult students in order to ensure that the teaching of SRE is meeting their needs and addressing the issues they are facing though our comprehensive curriculum has been devised to ensure it is tailored to Friary students and takes into account national guidance and best practice. Inevitably this will mean that the programme of study will change from one year to the next to take into account the varied prior learning, needs and level of maturity of our students.

All students will largely be taught SRE within the context of focus weeks, enrichment lessons and collapsed days.

Some aspects of sex and relationship education will continue to be taught via other curriculum areas. Although there is no compulsory or consistent coverage of sex education in English, different aspects may arise through literature and discussion, including pregnancy and child birth, puberty and differences in maturation. In Biology students will learn about the biological aspects of reproduction, adolescence and sexually transmitted disease. In Religious Education students will study aspects of the following to varying degrees: sexual attitudes, abortion, family roles, child abuse, female genital mutilation, partnership, understanding and managing relationships, friendships, harassment, self-esteem, stereotypes, and media influences on sexual image.

Whilst teaching the topics and promoting the values stated above, we will ensure that students are offered a balanced programme by providing the opportunity to evaluate and consider a range of viewpoints. Enabling young people to explore differing viewpoints does not mean the school supports a particular position. However, it can be difficult for students to challenge a viewpoint if they have not previously considered it and decided where they personally stand. While there is likely to be debate on whether or not some choices are acceptable, there is likely to be broad agreement that others are not acceptable, for example deliberately hurting others emotionally or physically. Nonetheless, whilst we feel it is essential that lessons are sensitive to a range of views the school is equally committed to ensuring that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law in relation to forced marriage, female genital mutilation and abortion. It will also include the concept of, and legislation relating to, equality.

We are committed to working with parents and carers. It is our belief that the most powerful sex and relationship education is a collaboration between home and school. Therefore in the likely event that students raise further questions at home we wish all parents/carers to be prepared to engage in further discussion.

As outlined in the school's Safeguarding Policy teachers and other adults working in the school cannot agree confidentiality if a child is thought to be at risk. It is essential that confidentiality is discussed with students so that everyone understands these boundaries. Furthermore, any 'visitor' to the classroom is bound by the school's safeguarding policy, regardless of whether they or their organisation has a different policy. All visitors are made aware of this and we will ensure that there are appropriate opportunities for students to access support after the lesson if this is needed.

# **APPENDIX 1 - CURRICULUM MAP - SEX & RELATIONSHIP EDUCATION**

## **Understanding and managing sexual attraction**

Students should have the opportunity to learn:

- That relationships can cause strong feelings and emotions (including sexual attraction).
- The importance of friendship and begin to consider love and sexual relationships in this context.
- About the difference between sex, gender identity and sexual orientation.
- To recognise there is diversity in sexual attraction and developing sexuality.

## **Unhealthy or Abusive Relationships**

Students should have the opportunity to learn:

- The characteristics and benefits of positive, strong, supportive, equal relationships.
- To recognise when a relationship is unhealthy or abusive (including the unacceptability of emotional and physical abuse, or violence including rape) and strategies to manage this or get help.
- To develop an awareness of exploitation, bullying and harassment in relationships.
- About the concept of consent in relevant, age-appropriate contexts building on KS3.

## **Diversity in Sexual Attraction**

Students should have the opportunity to learn:

- About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.
- Normalising differences in sexual orientation and challenging prejudice.

## **Assessing Readiness for Sex**

Students should have the opportunity to learn:

- To understand what expectations might be of having a girlfriend/boyfriend.
- To consider different levels of intimacy and their consequences.
- To acknowledge the right not to have intimate relationships until ready.
- About the emotional aspects of relationships.
- The concept of consent and the responsibility of the consent seeker to respect decisions.

## **The Role of Sex in the Media**

Students should have the opportunity to learn:

- To understand the role of sex in the media and its impact on sexuality.
- The role of the media, including pornography, in the portrayal of sexual relationships, activity and sexualised body images.

## **Minimising Risk**

Students should have the opportunity to learn:

- To learn about the law in relation to consent.
- To understand the characteristics of a healthy, loving relationship that may be conducive to intimacy.
- About contraception, including the condom and pill and the importance of communication and negotiation in condom use.
- About the choices and risks related to unprotected sex.

## The Consequences of Pregnancy

Students should have the opportunity to learn:

- About accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in KS3.
- To understand the consequences of unintended pregnancy and of teenage parenthood.
- About abortion, including the current legal position and the range of beliefs, opinions and myths about it.
- The pathways available in event of an unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support.

## Minimising Risk

Students should have the opportunity to learn:

- To recognise when others are using manipulation, persuasion or coercion and how to respond.
- To recognise the impact of drugs and alcohol on choices and sexual behaviour.
- To understand the pernicious influence of gender double standards and victim blaming.
- To manage unwanted attention in a variety of contexts (including harassment and stalking).

<b>Reviewed By</b>	Policies & Procedures Committee	<b>Implementation Date</b>	Sept 2018	<b>Review Date</b>	Dec 2020
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