

Sex and Relationship Education (SRE) Policy

The objective of the Governors' Sex & Relationship Policy is to support young people through their physical, emotional and moral development. This will enable young people to develop in confidence when talking, listening and thinking about sex and relationships. It will also make a significant contribution to, and be informed by, the needs of the 'Every Child Matters' agenda.

At Ballard School we see Sex and Relationship Education as being the lifelong learning about physical, moral and emotional development taught within the school's Christian community. 'It is about the understanding of the importance of married life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.' (DfEE Guidance 0116/2000)

Rationale and Objectives

Rationale:

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

The Policy has been developed by the Headmaster, Governors and Mr Marshall to ensure that it reflects parents' wishes and the culture of the community which the School serves.

Ballard School is committed to supporting students' personal and social development by helping them to develop the skills and understanding they need to live confident, safe, healthy and independent lives. Underpinning the sex & relationship programme is the School's ethos which gives a high priority to positive relationships between all members of the community.

SRE at Ballard promotes lifelong learning about physical, moral, social and emotional development. It is about understanding the importance of marriage and stable and loving relationships for family life, respect, love and care. It particularly encourages our young people to delay the first time they have sex.

Objectives:

- To enable pupils to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality
- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety

- To make pupils aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. the menopause
- To recognise that parenthood is a matter of choice
- To analyse moral values and explore those held by different cultures and groups
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals
- To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships
- To gain knowledge and understanding from up-to-date information about sexual development and sexual health

Delivery

Sex education at Ballard School is taught in a cross curricular way primarily through Biology and Personal, Social and Health Education (PSHE). The diverse staffing and the variety of experience contained within this teaching body is seen as a valuable resource for the delivery of sex education. The provision of sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as pupils progress through the School.

Throughout the course of teaching a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of sex education at Ballard School will place stress upon the need for understanding and awareness of a variety of sexual preferences across the spectrum of human sexuality.

Sex Education in the Curriculum (see on for more details)

Introduction: Ballard School is concerned to offer an education for the whole person, body, mind and spirit in a Christian environment. Part of the make-up of all humans is that they are sexual beings. The sex education programme here aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents.

Context: The prime responsibility for bringing up children rests with parents. Schools must recognise that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- "promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life."

It is recognised that sex education is a difficult issue which will place demands on schools and teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.

The sex education delivered should be tailored not only to the age, but also to the understanding of pupils. At Ballard School, with its Christian foundation and value-system, it will not be value-free, although it will aim to present facts in an objective, balanced and sensitive manner. It will be set within

a clear framework of values and an awareness of the law regarding sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

Definition of Sex Education:

The law does not give a definitive statement as to what sex education is. At Ballard School it is regarded as education about sexual matters within a values framework, focusing upon responsibility within caring, committed relationships. Among the things it will concentrate on are knowledge of the facts of human reproductive processes and behaviour, HIV and AIDS and other sexually transmitted diseases, contraception and abortion, and a consideration of the broader emotional and ethical dimensions of sexual attitudes.

The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Headmaster, stating their objections. The schemes of work contained within this document will enable parents to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3, and is covered in detail as part of the GCSE course. Other issues are dealt with in PSHE.

Advice to Individual Pupils:

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful.

Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has the general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice.

Aims

In the attempt to enable pupils to acquire knowledge, skills, responsible attitudes and behaviour with regard to sex education, Ballard School aims to:

Provide a worthwhile educational experience for all its pupils which will present opportunities:

- to help pupils to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity;
- to enable pupils to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes should behave responsibly in sexual matters;
- to support the personal development and social skills of the pupils;
- to ensure that pupils have an understanding of their own and others' sexuality;

- to enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation;
- to provide information and knowledge which will counteract prejudice and ignorance;
- to develop an understanding of risk and to promote strategies for personal safety;
- to enable pupils to be aware of the sources of help and to acquire the skills and confidence to use them.

Curriculum detail:

Every class has a timetabled session of PSHE and Citizenship Education once a week. This may be taught as a year group or in class groups. The Year 3 – 5 pupils may have an adapted programme, this will depend on their needs at the time. This lesson will follow a planned programme (see appendix 1). Through this SRE will be delivered within a planned PSHE programme

The following also form an important part of the programme:-

The Science Curriculum includes units of work on: the human reproductive system; physical and emotional changes in adolescence; the menstrual cycle; diseases – infectious and inherited (KS3); hormonal control; fertility; defence mechanisms and how sex is determined (KS4).

As part of the GCSE English course, speaking and listening assignments may include discussion on social, moral and cultural issues related to sex and relationships. Other related issues may be discussed when studying set texts.

GCSE Religious Studies (as an option) addresses marriage and relationships in Judaism and Islam and the Christian attitude to the body as “a temple of the Holy Spirit”, covering attitudes to sex and activity.

Drama and Music: pupils may adopt sex-related themes in some of their improvised performances or musical compositions.

In assemblies, where appropriate, links are made to issues of peer pressure and risk-taking behaviours.

Pastoral support for children who experience difficulty, this may be from any teacher, however generally it will be from the Deputy, Pastoral Heads, or Matron.

Provision of appropriate leaflets, books and other resources.

Visits from outside speakers, local Health professionals, particularly in Years 8 and above.

Content

Up to Year 6 SRE education will contribute to the foundation of PSHE by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to label parts of their bodies and begin to describe how their bodies work.
- Can protect themselves and ask for help and support; and
- Are prepared for puberty.

In Years 7 and above SRE guidance will address the 3 main areas of SRE within a safe working environment where clear ground rules have been established.

Attitudes & values (Through all aspects of the curriculum and all aspects of the school day) Students will be taught about the nature of marriage and its importance for family life; however, there are other forms of strong and mutually supportive relationships outside marriage which students may consider. In this discussion nothing should be said or done to implicitly or explicitly present the view that single parent families are a concern.

Also that love, care, respect, conscience and morality are the important values in any relationship and/or family unit

Personal and social skills (Through all aspects of the curriculum).

- Managing emotions
- Recognising the responsibilities of parenthood
- Respecting difference
- Empathy
- Choices and consequences
- Rights and responsibilities

Knowledge and understanding (through the Science, RE Curriculum, SRE sessions and outside speakers)

- Puberty and menstruation (through the Science Curriculum)
- Contraception (how to avoid unwanted pregnancy)
- Abortion (this issue may be discussed within the Science and RE Curriculum)
- Physical and emotional development, human sexuality, the reproductive process
- Reasons for delaying sex, including age of consent and resisting peer group pressure
- HIV/Aids, STI, with an emphasis upon the prevention of infection, diagnosis and treatment
- Safe sex – and how to negotiate this (which is not synonymous with encouraging it)
- (The above applies equally to both genders)

Resources:

Children may have the opportunity to work in the IT suite to help research topics.
Outside speakers will be used to help and enhance the SRE programme.

The sessions will be taught by experienced staff in large spaces allowing for the use of a variety of teaching techniques.

Equal Opportunities:

All pupils have an entitlement to access the SRE curriculum at Ballard subject to the agreement of parents that they attend the sessions.

Community links:

Where possible outside speakers will be used in order to help forge links with the local Health Professionals pupils may wish to visit.

Assessment and recording:

Teachers will assess the pupil's progress in SRE by:

Making informal judgements as they observe pupils during the sessions and at other times around the school.

The assessment made will not imply success or failure.

Ensuring that SRE occurs in the school's curriculum according to the schemes of work for Science, RE, and PSHE.

Dealing with sensitive issues:

All staff should be aware of:

- Child protection issues
- Answering questions
- Parental involvement
- Use of outside speakers
- Provision of 1:1 advice and support
- Complaints procedure
- Language
- Confidentiality

All staff receive Child Protection and Safeguarding training on an annual basis. Staff will never offer, nor guarantee, absolute confidentiality to a pupil. Staff will adhere to the School's policy on confidentiality between themselves and pupils, especially when they believe that a pupil has embarked upon (or is about to embark upon) a course of conduct that would place him or her at moral, emotional or physical risk or be in breach of the law. If a member of staff believes that there is a child protection issue to be addressed, they will refer the case to a designated teacher for child protection.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- No one (teacher or pupil) 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
- Meanings of words will be explained in a sensible and factual way; and
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

Subject review and monitoring:

The PSHE co-ordinator and the Headmaster will review the policy annually, in consultation with the Governing Body.

Bibliography.

- *DfEE Guidance Document on Sex & Relationship Guidance 0116/2000*
- *The National Curriculum (Key Stages 3 & 4); Guidelines on Personal, Social and Health Education, pp188-194*
- *(July 1999) QCA/99/458*
- *The National Curriculum (Key Stages 3 & 4); Statutory programme of Study for Citizenship, pp183-186*
- *(July 1999) QCA/99/458*
- *The National Curriculum (Key Stages 3 & 4); statutory programme of Study for Science and for Physical Education*
- *(July 1999) QCA/99/458*
- *DfEE National Healthy School Standard, Getting Started – a guide for schools PP114/D21/39052/0999/53*
- *DfEE circular 10/95 (protecting Children from Abuse)*

Policy written: September 2011

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