



**Parklands High School**

**Sex and Relationships Policy**

**LEARN RESPECT ASPIRE ACHIEVE**

## **RATIONALE**

This policy reflects the schools commitment to providing age-appropriate sex and relationships education in a rapidly changing social environment.

In 2000 the government DCSF, produced guidance on 'Effective sex and relationships education' in the light of some alarming statistics about the number of teenage pregnancies and STIs in the UK. Although recent statistics have indicated a reversal in this trend and we are waiting for new instructions about a national approach to the delivery of SRE. This working policy was produced together with Healthy Living guidelines and the PSHE framework presents our approach to the effective and appropriate provision of SRE at Parklands and is intended demonstrate a clear understanding of the pressures, challenges and needs of the our pupils.

## **AIMS**

The teaching of sex and relationships at Parklands aims to provide and understand that positive, caring environments are needed:

- For the development of a good self-image and are key building blocks of community and society.
- To make pupils aware of the value of respect and care for others of both sexes.
- To make pupils aware of LGBT issues and to develop a respectful approach to individual differences.
- To provide knowledge about the processes of growth, development and reproduction.
- To help pupils develop the skills to be responsible for their own sexual health and safety.
- To emphasise the belief that sexual activity should take place only in a mature, meaningful relationship.
- To understand the benefits people get from delaying first sexual activity.
- To help pupils to develop attitudes which will help them to feel confident and happy about themselves, their sexuality and their relationships.
- To help pupils to recognise the influence of peer pressure and media pressure in issues relating to self-image, sex and relationships.
- To provide effective and unbiased guidance to pupils through any anxieties they may have, within the comfort range of the teaching member of staff.
- To make pupils aware of the services available to them in school and in the wider community, which provide practical advice on personal development, sexuality and sexual health.

## **COMPONENTS (what is taught)**

- The physical and emotional aspects of development.
- Knowledge about the process of reproduction.
- Types and effectiveness of different forms of contraception.
- Family planning and sexual health services.
- Lesbian, Gay, Bi-sexual and Transgender issues
- Influences on sexual attitudes, e.g. Peers, culture, media.
- Risky versus non-risky sexual behaviour.
- Avoiding HIV/AIDS and other sexually transmitted diseases.
- Meaningful relationships.
- How the law applies to sexual activity.
- Gender and equal opportunities.
- Self esteem

## **DELIVERY:**

1. Cross curricular. This occurs at both KS3 and KS4. Science deals with the facts and key terminology from menstruation right through to birth, and discusses emotions during development.

2. RESPECT days deal with specific SRE across all years groups and is designed to be appropriate to emotional development and maturity in each Key Stage. It is taught by trained committed staff in a sensitive and positive way and is supported with specialist and expert delivery from Health Services.

3. External agencies such as the school nurse will be available in response to individual pupil needs. They may also be asked to complement the school's own provision.

4. Pastoral/tutorial/key support teams will be available to tackle individual/personal concerns.

5. Discreet assemblies which value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and background. The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this school.

6. Through a variety of discussions held in RE concerning sensitive, moral issues such as homophobia, abortion and embryo research.

- In KS4 all pupils complete a unit of work entitled 'Marriage and Family' which looks at
  - the changing attitudes to family life (nuclear family, reconstituted family, single-parent families, same sex families)
  - attitudes to pre-marital sex and cohabitation, including promiscuity
  - divorce and the breakdown of relationships and the impact it can have on family life, including adultery
  - changing attitudes to homosexuality, including civil partnerships
- Pupils also complete a unit of work called 'Matters of Life and Death' which covers
  - contraception, natural and artificial methods (Christian viewpoint)
  - abortion, British law (Christian viewpoint)

7. Through small group work, use of media, discussion, case studies, drama and role play.

## **DIFFICULT QUESTIONS**

Teachers will endeavour to answer questions as honestly as possible but reserve the right to refer the child back to their parent/carer, school health advisor or drop-in centre.

## **MONITORING AND EVALUATION**

- Questions put on Yr 11 Exit survey
- Evaluations and surveys which seek pupil responses
- Taking into account views from Pupil voice
- Questionnaires to parents

## **COMPLAINTS PROCEDURES**

The school will inform parents/carers through the newsletter, email or Keep Kids Safe when aspects of the SRE programme not within the National Curriculum statutory orders are to be taught. Parents have the right to withdraw their child but are encouraged to make an appointment with a member of our Pastoral Team

## **SAFEGUARDING/CONFIDENTIALITY**

Discussions within class may advertently lead to disclosure of information which may become a Child protection issue. In accordance with these cases, the Designated Safeguarding Person must be informed by both the school's confidentiality policy and child protection policy.

## **SUPPORT FOR PREGNANT TEENAGERS**

Support for continuing education at the school will be offered within a time frame agreed between the head teacher, child care agencies and the pupil.