



**THE RADCLIFFE SCHOOL**  
INSPIRE AND ACHIEVE

# Sex and Relationship Education Policy

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# 1 Sex and Relationships Education Policy

Sex and relationships education at The Radcliffe School is based on the DfE guidance, "Sex and Relationships Education Guidance July 2000" but its status has been enhanced through the Education White Paper 2010 which states that children need high-quality sex and relationships education so they can make wise and informed choices. The three Behaviour for Learning Charters of Learning, Respect and Environment underpin the school's ethos and support the Sex Relationships and Education Policy.

Sex and relationships education should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- Be aware of and enjoy their sexuality.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Behave responsibly within sexual and personal relationships.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV.
- Neither exploit/objectify others nor be exploited/objectified.
- Access confidential advice and support.
- Respect the choices made by others.

Sex and relationships education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family 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 any particular sexual orientation or sexual activity – this would be inappropriate teaching. We aim to encourage students to develop a healthy, mature and responsible attitude towards sexual behaviour and human relationships.

All students at The Radcliffe School will have access to a programme of sex and relationships education. The key concepts of relationships, personal identities, risk and economic understanding are explored. Our aim is to provide students with:

- Relationship skills that prepare them for the challenges of the teenage years
- Opportunities to explore their own values and develop their own moral framework
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- An understanding of human reproduction
- The ability to know where to seek help and advice
- High self-esteem, self-awareness and emotional health
- An awareness of the right they have over their own body
- The skills to be assertive
- Good communication skills
- The skills to make positive informed choices (that reduce risk)
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The ability to take responsibility for and accept the consequences of their own actions
- The knowledge to reduce the risks to their own and the health of others
- The ability to understand the risks to health and well-being associated with teenage conception

Consideration will be taken of parents' wishes, particularly where these are based upon strong moral and/or religious principles. It has three main elements:

### 1.1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### 1.2 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to avoid exploitation and abuse.

### 1.3 Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.

The Radcliffe School teaches Sex and relationships education within the following moral and values framework engendering:

- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect.
- For the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about sex and relationship issues.

## 2 Key issues

- The subject will be treated in a serious manner
- Sexual activity will be viewed from the stand point of human relationships and all that they entail
- Teachers will not shy away from such issues as abortion, homosexuality, etc.
- Teachers will be aware of the emotional and physical changes which many of the students will be experiencing and therefore, sensitivity will be displayed when dealing with such issues.
- Sexuality will be dealt with in a sensitive manner not demeaning to any sexual orientation.
- The issue of all sexually transmitted diseases will be discussed and the students made aware of its symptoms, causes, treatment and social consequences.
- Teachers will encourage students to have due consideration of the law as it relates to sexual activity.
- Students will be made aware of various health agencies (local and/or national) dealing with sexual matters.

## 3 How is Sex and Relationship Education provided and who is responsible for providing it?

In Key Stage 3 students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. How to access sources of advice and support and when and where to get help, such as from a sexual health clinic.

In Key stage 4 students learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

Sex and relationships education is embedded in the PSHE curriculum and is delivered by all teachers and form tutors as part of the curriculum and in form tutor time. External agencies used to enhance programme.

The school also offers a support and advice service (A2B), a student support group run by trained student advisers who offer support and advice to all students within The Radcliffe community.

## 4 How is Sex and Relationship Education monitored and evaluated?

This policy will be evaluated in eighteen months.

## **5 Parents' right to withdraw children from sex and relationships education**

Before any year group embarks upon its Sex and relationships education programme, parents/carers are informed by letter of their right to withdraw their child from Sex and relationships education lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's Sex and Relationships Education Policy on request or that they can access it on the school's website. Parents/carers are also reminded that they can view any teaching resources being used in the delivery Sex and relationships education.

Parents/carers who do not wish their children to participate will be reminded at least one week before the sex and relationships module commences by letter, which must be signed and returned. They will then be given the opportunity to examine the lesson outlines, and if they wish, the opportunity to withdraw their child from all or part of the lesson.

The school will place parents in contact with the DfE where a standard pack is available to help to undertake sex and relationships education at home.

Students may not be withdrawn from lessons which focus on the National Curriculum Knowledge and Understanding areas of study covered in lessons, such as Science, teaching sexual reproduction.

## **6 Child protection**

Any issues on child protection, which may become apparent during this module, should be reported to the child protection officer.

## **7 Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the named child protection coordinator before any decision is made.