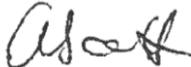


# VOYAGE LEARNING CAMPUS



## SEX RELATIONSHIP AND EDUCATION POLICY

This policy has been adopted by Management Committee on:	
Date adopted:	11.10.2017
Signed:	
Next review due:	October 2020

# Voyage Learning Campus

## Sex Relationship and Education Policy

### 1. Introduction

1.1 The Voyage Learning Campus firmly believes that sex education is an essential part of the Campus curriculum for all students and is vital to support our individual students on their journey to being an adult.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationship education in the *Sexual Health Improvement Framework 2013*, while the DfE's paper *the Importance of Teaching 2010* highlighted that 'children need high quality sex and relationship education so they can make wise and informed choices'.

1.2 Our Campus believes that Sex Relationship and Education (SRE) consists of:-

- Lifelong learning about physical, emotional and moral development;
- Understanding the importance and value of family life, stable and loving relationships, including marriage, civil partnerships, respect, loving and caring;
- Teaching of sex, sexuality and sexual health, we believe it is **not** about the promotion of sexual orientation or sexual activity (inappropriate teaching).

1.3 We believe there are three main elements to SRE:

#### 1.3.1 Attitudes and values

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

#### 1.3.2 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; and learning how to recognise and avoid exploitation and abuse.

#### 1.3.3 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; and the avoidance of unplanned pregnancy.

## **2. Aims of Sex Education**

- 2.1 It is the campus's aim to deal with sex education sensibly and sensitively at each key stage, within a supportive framework which will allow pupils to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary.
- 2.2 All questions will be answered honestly and openly. The underlying philosophy of this policy is to develop self-respect in young people enabling them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities within relationships and towards others.
- 2.3 We aim to deliver a programme of study which will provide knowledge and encourage the acquisition of skills and attitudes which will allow pupils to:
- Understand the biological development, the functions of the human body and aspects of reproduction;
  - Recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety;
  - Understand the responsibilities and roles in family life;
  - Understand that some organisms, including HIV, can be transmitted in many ways, in some cases sexually;
  - Examine their own attitudes to their physical and emotional development and those of others;
  - Develop assertiveness and decision-making skills;
  - Understand aspects of legislation relating to sexual behaviour;
  - Learn about contraception and the reasons for having protected sex;
  - Access confidential sexual health advice, support and, if necessary, treatment.

## **3. Content**

### **3.1 Key Stage 1 & 2**

- 3.1.1 In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust ( such as their class teacher, HLTA or teaching assistant). All staff are trained in procedures for safeguarding and follow guidelines set out for the Campus with regards to reporting concerns to the Designated Safeguarding Lead.
- 3.1.2 In Key Stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- 3.1.3 They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others. Life processes are discussed including the

physical changes that take place at puberty, why they happen and how to manage them.

3.1.4 A range of materials are drawn upon to ensure SRE is delivered to all children throughout Key Stage 1 & 2 and is tailored to each child's needs and level of understanding.

3.2 Key Stages 3 & 4

3.2.1 (a) Knowledge and Information

**Development Stage – Year 7 and 8:**

Puberty, personal safety, conception and birth, HIV/AIDS, helping agencies, sex and the law.

**Personalised Stage – Year 9, 10 and 11:**

Birth processes, abortion, genetic inheritance, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, methods of contraception, sexual health and stereotyping, sexual attitudes within cultures and faiths, family life and relationships, resolving family conflict, marriage and divorce, same-sex relationships.

3.2.2 (b) Values and Beliefs

As well as knowledge and information, students will be encouraged to consider the importance of the following values which are derived from the Campus Vision statement.

- Respect and valuing of themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the Campus, their family and the wider community.

3.2.3 (c) Skills and Attitudes

Pupils will be helped to develop the following skills:

- Recognising and using opportunities to develop a healthy lifestyle;
- Communication, including the making and keeping of relationships;
- Assertiveness;
- Decision-making;
- Risk assessment;
- Managing relationships;
- Conflict resolution;
- Seeking help.

## 4. Delivery

4.1 SRE is delivered mainly by teachers in PSHE/Citizenship/Asdan, science lessons and discreetly within the curriculum. Our teachers are, experienced and are who are acutely aware of the need for sensitivity. Great care is taken to engender in students a respect for different attitudes and values with regard to religious and cultural issues.

- 4.2 The programme is taught within a framework of ‘loving and caring relationships’. On occasions, it may be the case that sexual issues are implicit in other areas of the curriculum e.g. English set texts. Where this is the case, The Campus, will deal with such matters in a responsible, sensitive manner.

## **5. Teaching Approaches**

A variety of teaching and learning styles is used to give our students relevant information; to enable moral issues to be explored through class discussion; and to acquire appropriate skills. Students are taught in mixed-ability and mixed gender groups.

## **6. Parental Views and Wishes**

- 6.1 Under the Education Act of 1993, parents have the right to withdraw their children from all or part of the PSE sex education programme. Parents wishing to exercise this right are asked to make an appointment to meet the Vice or Assistant vice Principal to discuss any issues they may have (though they are under no obligation to do so). Once a child has been withdrawn, they cannot take part in later sex education without parental approval.
- 6.2 It is important that we make it clear that, if students are withdrawn and ask questions at other times, these questions will be answered honestly by staff. We shall endeavour to respect and protect the sensitivity of the child. Parents will be supported in teaching sex education at home, if they so desire.

## **7. Organisation**

The overall planning and delivery of the SRE programme will be co-ordinated by the Head of Faculty for PSHE/Citizenship and Science.

## **8. Compliance with DfE / Child Protection Circulars**

The Voyage Learning Campus will ensure it works strictly within DfE guidelines on Child Protection: “Working together to safeguard children” (2015)” working with the designated teacher for Safeguarding issues.

- It is only in the most exceptional circumstances that the Campus could be in the position of having to handle information without parental knowledge.
- We will reassure pupils that their best interests will be maintained, encouraging them to talk to their parents or carers and giving them support to do so.
- We will ensure that students know that teachers cannot offer unconditional confidentiality.
- We will assure pupils that, if confidentiality has to be broken, then they will be informed first and then supported as appropriate.
- If there is any possibility of abuse; the school’s Safeguarding/child protection will be followed.
- We will ensure that students are informed of sources of confidential help, e.g. Counsellor, ‘No Worries’ Health Clinic, Professionals, GP.

## **9. Use of Outside Speaks / Guest Visitors**

Delivery of SRE is not the sole responsibility of the campus and will use trained outside professional to deliver aspects of the SRE curriculum. Visiting experts to the campus have a discrete role and responsibility for providing SRE both informally and formally. Visitors **may** be used to complement but never substitute or replace planned provision.

## **10. Monitoring and Evaluation**

The Campus will monitor and evaluate this policy every year. Students, teachers and support staff will be asked to self-evaluate through the use of questionnaires and interviews.

## **11. Learning Outcomes for SRE**

### **11.1 Students will be able to:**

- manage changing relationships;
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions;
- ask for help and support;
- explain the relationship between their self-esteem and how they see themselves;
- develop skills of assertiveness in order to resist peer pressure and stereotyping;
- see the complexity of moral, social and cultural issues and be able to form a view of their own;
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships;
- be tolerant of the diversity of personal, social and sexual preference in relationships;
- Develop empathy with the core value of family life in all its variety of forms;
- Recognise the need for commitment, trust and love in meaningful relationships;
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively;
- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;
- manage emotions associated with changing relationships with parents and friends;
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values;
- make informed choices about the pattern of their lifestyle which promote wellbeing;
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships;
- work co-operatively with a range of people who are different from themselves.

### **11.2 By the time a student is ready to leave the Campus in year 11 they will know:**

- that fertilisation in humans is the fusion of a male and female cell;
- the physical and emotional changes that take place during adolescence;
- about the human reproductive system, including the menstrual cycle and fertilisation;
- how the foetus develops in the uterus;
- how the growth and reproduction of bacteria and the replication of viruses can affect health;
- how the media influence understanding and attitudes towards sexual health;
- how good relationships can promote mental well-being;
- the law relating to sexual behaviour of young people;
- the sources of advice and support;
- about when and where to get help, such as a genitor-urinary medicine clinic
- the way in which hormonal control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility;
- the defence mechanisms of the body;
- how sex is determined in humans;
- how HIV and other sexually transmitted infections affect the body;
- the link between eating disorders and self-image and sexual identity;
- the risk of early sexual activity and the link with the use of alcohol;
- how the different forms of contraception work and where to get advice;
- the role of statutory and voluntary organisations;
- the law in relation to sexual activity for young people and adults;
- how their own identity is influenced by both their personal values and those of their family and society;
- how to respond appropriately within a range of social relationships;
- how to access the statutory and voluntary agencies which support relationships in crisis;
- the qualities of good parenting and its value to family life;
- the benefits of marriage or a stable partnership in bringing up children;
- the way different forms of relationship including marriage depend for their success on maturity and commitment.

### 11.3 Students would have studied:

- the benefits of sexual behaviour within a committed relationship;
- how they see themselves affects their self-confidence and behaviour;
- the importance of respecting difference in relation to gender and sexuality;
- how it feels to be different and be discriminated against;
- issues such as the costs of early sexual activity;
- the unacceptability of prejudice and homophobic bullying;
- what rights and responsibility mean in relationships;
- their developing sense of sexual identity and feel confident and comfortable with it;
- how personal, family and social values influence behaviour;
- the arguments around moral issues such as abortion, contraception and the age of consent;
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both;

- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

#### 11.4 Confidentiality

Teachers and Teaching Assistants conduct sex and relationship education lessons in a sensitive manner and in confidence. It is the policy of the school to answer student's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate for the age and understanding of the student. If a question is deemed inappropriate for the age or understanding of the young person, they will be referred to their parent/carer. However if a student makes reference to being involved, or likely to be involved in a sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection/safeguarding under the schools child protection/safeguarding procedures. Please refer to Safeguarding Policy.