



SEX AND RELATIONSHIPS EDUCATION POLICY

Date Approved by Governors	October 2018
Review Date	October 2020
On Behalf of Governors Signed	Signed copies on file
Print Name	
On Behalf of Governors Signed	
Print Name	
Principal's Signature	

All One In A Million Free School Policies have been devised to ensure that:

- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self-disciplined and confident
- All students will understand how to make a positive contribution to our extended community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise

Introduction

Sex and Relationships Education is a major part of the PSHCE and Key Stage 3 & 4



schemes of work. Aspects of sex education are also dealt with as part of the science scheme of work.

In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made – human sexuality is no exception. It is vital that students receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex must be complemented by learning about the family life and the exercise of personal responsibility towards other individuals and the broader community.

In drawing up the OIAMFS's policy due regard has been given to:

- The issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate)
- Encouraging students to have regard to moral considerations and to appreciate the value of a stable family life, self restraint, dignity, respect and to behave responsibly in sexual matters

Aims

OIAMFS aims to fulfill the following:

1. To deliver Sex and Relationships Education within the framework of the School's Ethos with due regard for the beliefs and ideas of all faiths.
2. To recognise the value of loving, stable relationships such as marriage and the importance of them to family life and the bringing up of children.
3. To provide a broad and balanced Sex and Relationships Education Programme which:
 - Offers full entitlement and access for all including students with Special Needs
 - Operates in an atmosphere of mutual trust and respect so as to encourage students to put forward and explore their ideas



4. By exploring moral issues and values to:
 - Endow the students with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationship e.g.
 - Those appropriate to informed decision-making and evaluation of the socio-economic/cultural influences on sexual relationships
 - Non-exploitation, commitment and trust in sexual relationships
 - An understanding that both sexes have responsibilities in sexual matters
 - The skills to identify, avoid, resist and report unwanted sexual experience
 - To foster self-esteem self-awareness and a sense of moral responsibility
5. To give students knowledge and understanding of the following in order for them to make informed choices:
 - The physical, emotional and social aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour
 - Family life – the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
6. To show that world health has a global dimension and to understand the responsibility of groups, organizations and society for the health of the individual and the community.
7. To approach Sex and Relationships Education by an active and creative process of enquiry and investigation through projects, discussions, role-play, case studies. Observation and analysis are central to this process.

Informing and Involving Parents/Carers

The views and participation of parents/carers is vital for the most effective sex



education. Parents/ Carers are fully informed and encouraged to enhance that part of the Sex and Relationships Education Programme provided by OIAMFS by having discussions at home.

Offering Advice

The Governors and staff believe that OIAMFS's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counseling on aspects of sexual behaviour and contraception – however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Principal and the parents/guardians – clearly this would not be done if the students did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the student, and acknowledges that teachers may not be qualified to give the required advice.

Teachers cannot:

- Give personal advice or counseling on sexual matters (including supplying contraception) to a student (either individually or within a group) if a parent/carer has withdrawn the student from sex education
- Give personal contraceptive advice to students under 16 for whom sexual intercourse is illegal without parents/carers giving consent to this advice

Teachers can:

- Provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. school nurse, their GP or Brook Advisory Centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counseling (and treatment) can lawfully be obtained.

Appointments to see a School Nurse from the local NHS Trust can be arranged by the student through the [SENCo](#)

Confidentiality



Having considered all available advice and guidance, the Governors and Principal state that in circumstances where a student is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately to the Principal or Designated Safeguarding Lead in compliance with the local authority procedures for Child Protection.

The division between biological and non-biological aspects of sex education

The division between biological and non-biological aspects of sexual behaviour has been decided upon, and is indicated by the contribution to the Sex and Relationships Education Programme made by the Science Faculty in our connected learning. The themes of parenting, relationships and the ethical and moral considerations of sex education are firmly restricted to the timetabled PSHCE lessons. The Science Faculty deals only with the biological aspects of human sexual behaviour in its timetabled lessons with the exception of some discussion of ethics with regards to cloning and screening embryos for possible genetic diseases.

Sex Education in Science

As part of the curriculum in Year 7 all students study:

- The physical and emotional changes that take place during adolescence
- The human reproductive systems including the menstrual cycle and fertilisation
- How the foetus develops in the uterus, including the role of the placenta
- Fertility treatment – ivf
- Birth

Any questions will be answered age appropriately.

NB. It is the work covered in PSHCE lessons and non science lessons upon which parents/carers can exercise their right to withdraw their child – see below.

Withdrawing students from the Sex and Relationships Education Programme



This policy is made available to parents/carers together with details about the parent's right to withdraw their child from aspects of sex education. Copies of the Sex and Relationships Education Policy are available on request. Shortly after enrolling at OIAMFS, a student's parents are sent a letter detailing the content of the sex education courses and identifying those parts from which the parents/carers can exercise their right to withdraw their child. A full audit of PSHCE has shown that issues such as over population, birth control and other sexual matters are met in a minor way in subjects such as Geography delivered in our Connected Curriculum. However, as any discussion is limited and set within the context of the other subject concerned, it is regarded as complimenting the Sex and Relationships Education Programme.

NB. Parents/carers do not have to give reasons for withdrawal, but we respectfully invite them to do so – sometimes we can then resolve misunderstandings. Once a parent/carer's request to withdraw is made, that request must be compiled with until revoked by the parent/carer.

What we do if a request for withdrawal is made by a parent/carer?

- We discuss the nature of the concerns with the child's parent/carer and if appropriate attempt to reassure them
- We consider whether the programme can be amended or improved in a way that will reassure parents/carers – care is taken not to undermine the integrity of the sex and relationships education programme and the entitlement of the other students e.g. It may be appropriate and desirable to have single sex classes for some sections of the sex education programme
- We attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education
- We also point out that students who have been withdrawn are vulnerable to teasing – we therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme
- We also point out that students may receive inaccurate information from their peers
- We offer the parents/carers access to appropriate information and resources

NB. If the student does not agree with the parents/carers desire to withdraw their child from the Sex and Relationships Education Programme, the student can challenge the parents under Section 8 of the Children Act – the child has to apply



to the court for a 'specific issues order'.

Using Visiting Speakers and others

We believe that most of the Sex and Relationships Education Programme is best discussed openly with teachers who are known and trusted by the students. However, visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead, of a planned programme of sex education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Sex and Relationships Education Policy. After gaining approval from the Principal for the visit the organizer makes the visitor aware of the ethos of the School and the manner of delivery of The Sex and Relationships Education Programme. Issues to consider are:

- The ethos of the school
- The degree of explicitness of the content and presentation
- Will the visitor be accompanied by teaching staff?
- Will the staff take an active role in the visitor's activities?
- How will the visitor be prepared for the visit?
- How will the visit be built upon and followed up?

NB. The health professionals are able to offer young people confidentiality and can provide a link between the School and support services. These visitors are subject to OIAMFS's child protection practices.

Lesbian and Gay Issues

Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education. Teaching about homosexuality is not avoided although teachers take care not to advocate homosexual behaviour, present it as the norm, or encourage homosexual experimentation by students. One of the many advantages of exploring gay and lesbian issues is the opportunity to correct false ideas, assumptions and address prejudice.

Equal Opportunities Issues and Special Needs

The nature of work undertaken must be appropriate to the age and maturity of the



students. As students mature and develop at different rates, the Sex and Relationships Education Programme is a “spiral system” in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of student maturity.

Students with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up. They may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents/carers find it difficult to come to terms with the idea that their child (special needs or not) will some day become sexually active.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years (and immediately OIAMFS opens in the first instance) and assess its implementation and effectiveness, in partnership with parents/carers. The policy will be promoted and implemented throughout OIAMFS.

STAFF TRAINING

All teachers involved in this work do not necessarily have to be ‘experts’ on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and preparedness to seek more expert advice if necessary. Areas that have been specifically addressed by training sessions will be:

- An examination of the OIAMFS’s Sex and Relationships Education Policy
- An examination of the timing of the different elements of the Sex and Relationships Education Programme
- An examination of who should teach the programme
- Developing skills related to managing group work and discussion

Monitoring, Evaluation And Review



The Governing Body will review and amend this policy and procedure at least every two years or as required by:

- Changes in legislation
- Changes in guidelines from advisory bodies
- The effectiveness of the policy

Useful Links:

<http://www.info4local.gov.uk/documents/publications/359996>

<http://www.info4local.gov.uk/documents/related-links/359974>

