



Governors' Policy Statement on Sex and Relationships Education

Issue No	Author/ Owner	Date Written/ Reviewed	Approved by Governors on	Comments
1		May 2010	19 May 2010	
2	BJH	March 2017	22 March 2017	

1 Aims

The school provides a programme of sex education for all students. This policy sets out a framework for delivery, which ensures that all students develop the knowledge, understanding, skills and attitudes that enable them to make responsible and well informed decisions about their lives.

Sex and Relationship Education as defined within this policy will:

- help and support young people through their physical, emotional, spiritual, cultural and moral development;
- help students develop the skills and understanding they need to live confident, healthy and independent lives;
- ensure that all students are taught about the nature and importance stable relationships for family life and bringing up children
- provide accurate information ...to enable students to understand difference and respect themselves and others...preventing and removing prejudice;
- contribute to promoting the spiritual, moral, cultural, mental and physical development of students;
- teach young people to understand human sexuality and about obtaining appropriate advice on sexual health;
- enable students to mature and build their confidence and self esteem and understand the reasons for delaying sexual activity.

Sex and Relationship Education Guidance (First published July 2000 and updated 2007)

The school does not wish to usurp the parents' role; the sex and relationship education that takes place in school should complement and enhance what is done at home. Guidelines and support are given to all staff at the school so that they are aware of the law and their responsibilities. Teaching materials are selected with regard to students' age, religion and cultural background, and delivered in single or mixed gender groups as appropriate to the content.

The Governors of Backwell School have approved the sex education programme which the school provides. They rely on the professional judgment of members of staff to respond to such issues as may be raised by individual students within the guidelines given.

2 Programme

The content of the Sex and Relationship Education curriculum is delivered through three curricular areas:

Pastoral programme

- Tutor time
- Assembly
- Collapsed time table sessions

Curriculum (see Appendix 1)

- Philosophy Education & Religion
- Science

The content in any session, is compliant with the guidelines set down within the Sex and Relationship Education Guidance (see Appendix 2) The secondary review of the curriculum in 2007 resulted in no changes, as yet, to the DCSF Sex and Relationship Education Guidance previously issued in 2000.

Sex Education in Year 7 is taught during collapsed timetable events in Breakout to supplement the Science programme. In Year 8 and 9 it is taught by specialist teachers within the PSHE element of the P&R programme.

3 Parents' rights

The Sex Education provision of the Learning and Skills Act 2000 and the Education Act 1996 gives parents the right to withdraw their children from all or parts of the school's programme of sex education, except for what is part of the Science curriculum; the biological aspects of human growth and reproduction. Parents who wish to exercise their right to withdraw their children from appropriate parts of the programme should contact the Headteacher, as directed in the school prospectus. Parents who wish to have more details about the resources and materials, which are used in the school's sex education programme should also contact the Headteacher in the first instance.

4 Monitoring

The Assistant Headteacher with responsibility for PSHE, Director of Science, Curriculum Leader of Humanities and Subject Leader for P&R will ensure that colleagues within their Faculty or staff delivering this curriculum are familiar with this policy. They also hold responsibility to ensure that delivery conforms to the guidelines set down in the policy and its appendices. Schemes of work are monitored and staff holding curriculum responsibility ensure that the content as defined within the policy is accurate and conforms to current guidance.

5 Evaluation

The Assistant Headteacher with responsibility for PSHE, Director of Science, Curriculum Leader of Humanities and Subject Leader for P&R will ensure that:

- All schemes of work are reviewed on a regular basis to assess the content.
- Staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme and any training and development needs.
- The content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.
- This policy is reviewed regularly by the School Leadership Team and the Governors' Curriculum Committee.

Appendix 1: Sex and Relationship Education Curriculum Matrix

	Science	PSHE
Year 7	<ul style="list-style-type: none"> • Human reproduction (sex organs and other basic terms) • Sexually transmitted diseases • Adolescence • AIDS & HIV infection • Fertilisation & foetal development 	<ul style="list-style-type: none"> • Personal hygiene (including puberty) • Friends, relationships and bullying • Q&A – all aspects covered (including contraception)
Year 8		<ul style="list-style-type: none"> • Love and sexual relationships • Contraception
Year 9	<ul style="list-style-type: none"> • Human reproduction - more technical language and detail • Fertility drugs 	<ul style="list-style-type: none"> • Sex and Relationships • Teenage parents • Contraception and safer sex
Years 10/11 (inc Year 9 triple science)	<ul style="list-style-type: none"> • Hormones – oestrogen • Meiosis • Reproduction • Fertility drugs • Contraceptive pill • IVF • Menstrual cycle 	Currently under review
Sixth Form	Biology <ul style="list-style-type: none"> • HIV and AIDS • Meiosis – formation of gametes • Fertilisation • Structure of gametes 	Via Assemblies/Tutorials <ul style="list-style-type: none"> • Consent • Sexual health • Testicular cancer

Appendix 2: Sex and Relationship Education

The content of sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It has three main elements:

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.

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.

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 avoidance of unplanned pregnancy.

Within these three core themes the sex and relationship programme will:

- teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- use young people as peer educators, e.g. teenage mothers and fathers;

- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol (see Health and Drug Education Policy)
- ensure young people understand how the law applies to sexual relationships.
- ensure that the curriculum is presented in a culturally appropriate way and is inclusive of all students.
- ensure that students with special educational needs are properly included in sex and relationship education.

Sex and Relationship Education Guidance DCSF 2000 (remaining extant in 2007)