



# **WROTHAM SCHOOL**

## **Sex and Relationships Policy**

**Approved and adopted by the Full Governing Body  
September 2017**

Wrotham School promotes equality of opportunity. We are committed to take a positive stand to ensure all stakeholders have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, sex, sexual orientation, transgenderism, and marital status.

**WROTHAM SCHOOL  
SEX & RELATIONSHIPS EDUCATION (SRE) POLICY**

**Aims & Objectives**

In line with DfEE guidelines SRE at Wrotham is delivered within the PSHE framework. Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. SRE aims to provide pupils with lifelong learning about physical, moral and emotional development and build their respect for themselves and others. It is about the understanding of the importance of marriage and other strong and mutually supportive relationships for family life, stable and loving relationships, respect, love and care. We will help students to live confident, healthy and independent lives. Teaching in this area is sensitive as not to stigmatise children on the basis of their home circumstances. SRE is also about the teaching of sex, sexuality, sexual health and work to prevent and remove prejudice and where to obtain appropriate advice on sexual health. It is not about the promotion of sexual orientation or sexual activity.

At Wrotham we provide a programme of SRE in partnership with the Science curriculum set out by Wrotham school and the wider British Values and SMSC framework and provision at Wrotham school. We set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions and to provide meaningful discussion about feelings, relationships and values.

**We aim to:**

- Teach about healthy relationships, love, care, empathy and respect;
- The responsibilities of parenthood as well as sex;
- Focus on boys as much as girls;
- Ensure the inclusion of all students, taking care to meet the needs of vulnerable students and all SEN requirements, as appropriate.
- Build self-esteem, explore moral dilemmas and develop critical thinking;
- 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 & national sources of further advice and treatment;
- 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, conflict and other risk-taking behaviour, such as drugs, smoking and alcohol; and ensure young people understand how the law applies to sexual relationships;
- Teach about relationships and emotions as students are experiencing them now, not just as adults- teaching skills to manage emotions confidently and sensitively.
- Develop their understanding of their values, individual conscience and moral considerations

- Give students a clear framework of understanding of difference with the absence of prejudice.
- Teach students how to recognise and avoid exploitation and abuse.
- Ensure we uphold our behaviour policy and values in respect of homophobic language or bullying or any kind of bullying or lack of respect for our inclusive school community.

### Content and Organisation of Curriculum Programme

Sex and relationship education is set within the framework for PSHE across the four key stages. Parents have the right to withdraw their children from all or part of sex and relationship education. SRE is also delivered through Science topics.

To ensure that our SRE provision is appropriately set for the age and maturity of pupils we have consulted parents and carers and pupils themselves. Planning for lessons has taken into account the need to engage boys as well as girls and may engage the services of outside individuals and agencies, deemed appropriate.

SRE has three main elements:

- Attitudes & Values:
  - i. Learning the importance of values and individual conscience and moral considerations;
  - ii. Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
  - iii. Learning the value of respect, love and care;
  - iv. Exploring, understanding and considering moral dilemmas;
  - v. Develop critical thinking as part of decision making.
- Personal & Social Skills:
  - i. Learning to manage emotions and relationships confidently and sensitively;
  - ii. Developing self respect and empathy for others;
  - iii. Learning to make choices based on an understanding of difference and with an absence of prejudice;
  - iv. Developing an appreciation of the consequences of choices made;
  - v. Managing conflict
  - vi. Learning how to recognise and avoid exploitation and abuse.
- Knowledge & Understanding:
  - i. Learning and understanding physical development at appropriate stages;
  - ii. Understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - iii. Learning about contraception and the range of local and national sexual health advice, contraception and support services.

- iv. Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- v. Learning to avoid unplanned pregnancy.

SRE is delivered in every year group at Wrotham School. In Year 7 and year 10 pupils learn about puberty and reproduction in Science, In Years 8, 9 10, 11 and Sixth form, pupils will have progress time activities planned to meet the SMSC and PSHE needs of young people. We may also have trained nurses delivering sessions covering contraception, STI's and general sexual health. External agencies may provide a more focussed delivery of SRE, as deemed appropriate for the age group. We will also consider the opinions and voices of the students at Wrotham to identify where they perceived a need for PSHE.

The following specific issues are addressed in our sex and relationship education programme:

**Puberty & menstruation:**

Boys and girls need to be prepared for puberty. Puberty is delivered at Wrotham in the Year 7 Science Curriculum.

**Sex & Relationships:**

Sex and relationships education is delivered by the pastoral team, our school nurse and our Multi-agency co-ordinator from Year 8 upwards. At Wrotham pupils receive their sex education in the wider context of relationships and are helped to prepare for the opportunities, responsibilities and experiences of adult life. They also become aware of how the law applies to sexual relationships.

Sex and relationships education enables them to develop positive values and a moral framework that will guide their decisions, judgements and behaviour and to be aware of their sexuality and to understand human sexuality. Sex and relationships education at Wrotham also helps pupils to understand the consequences of their actions and behave responsibly within sexual and pastoral relationships, and to have the confidence and self-esteem to value themselves and others.

**Contraception:**

Knowledge of the different types of contraception, and of access to, and availability of contraception is a major part of the Government's strategy to reduce teenage pregnancy. Effective sex and relationship education in secondary schools has an important role to play in achieving this. At Wrotham we provide contraception knowledge from Year 8 upwards and this is delivered by our school Nurses from West Kent. This meets the requirement that *trained* staff should provide this information.

Pupils may wish to raise further issues with staff arising from discussion in the classroom. Teachers and progress tutors and the pastoral team can also give pupils – individually and as a class – additional information and guidance on where they can obtain confidential advice. Through appropriate information and effective advice on

contraception and on delaying sexual activity we aim to reduce the incidence of unwanted pregnancies.

**Abortion:**

Abortion is covered in Year 10 PSHE in addition to Year 10 RE. This is because RE focuses on Abortion and the Law and Religious Attitudes towards abortion and does not give due attention to the personal dilemmas involved and how to access a relevant agency if necessary.

The challenge when covering abortion in the programme is to offer young people the opportunity to explore the dilemmas, enable them to know and understand about abortion, and develop communication skills to discuss it with parents and health professionals.

It is vital that teachers do not give a biased view of abortion and allow students to explore all angles and opinions.

**HIV / AIDS and STIs:**

The school nurse is responsible for delivering accurate and up to date information on this aspect of SRE. Teaching about safer sex remains one of the Government's key strategies for reducing the incidence of HIV / AIDS and STIs. The strategies for teaching about HIV / AIDS and STIs at Wrotham includes:

Helping pupils clarify their knowledge of HIV / AIDS and STIs;

Teaching them assertiveness skills for negotiating relationships; and enabling them to become effective users of services that help prevent and treat STIs and HIV.

At Wrotham we understand that information about HIV / AIDS is vital and young people need to understand what is risky behaviour and what is not. Whilst the emphasis of our sex and relationships education is on prevention of infection through delaying sexual activity and teaching the reasons for safe sex, we also focus on diagnosis and treatment.

**Other Specific and Sensitive Issues**

**Body Image:**

We do not teach about eating disorders in PSHE because this is a complex issue that requires specialist training and knowledge. Eating disorders are not a body image issue but a control issue. Body image is taught under the remit of self-esteem and healthy lifestyle. We also have new, specific student guidance and workshops on positive body image and healthy lifestyles delivered by our Multi-Agency co-ordinator.

**Language:**

Teachers need to think about the type of vocabulary that is acceptable when talking about various issues in PSHE and SRE. Language is important in portraying and shaping perceptions and attitudes and it is not neutral or value free. Particular words

can exclude and devalue people. At Wrotham we aim to promote good practice in using language in an inclusive way, which shows respect for, and sensitivity towards, all other members of our school community. The choice of appropriate words makes an important contribution to the celebration of diversity as well as avoiding offence; it is about treating each other with dignity and as equal members of an integrated community.

#### Culture, Religion and Ethnicity

A variety of cultures, religious and ethnic groups are represented in the delivery of PSHE, especially in RE lessons. This is consistent with equal opportunities. It is important that we are aware of religious and cultural attitudes towards SRE and run single sex classes if requested by parents.

See the Racial Policy for further information.

#### Gender:

Teachers must avoid reinforcing gender stereotypes in their delivery of PSHE and sex and relationships education and in all other learning and teaching opportunities. Where appropriate, instead of referring to both sexes with words such as he, him, his, use terms that cover both e.g. s/he, she or he, or they. When referring to people in general, instead of saying 'man' or 'mankind', choose neutral alternatives such as 'humanity', 'humans', and 'people'. Instead of terms like 'policeman', which implies that the occupation is exclusively male, use terms like 'police officer' and 'fire-fighter'.

Both genders (or any gender identity) are treated equally at Wrotham and sex and relationships education delivers themes and issues that are relevant and pertinent to both sexes.

Where young people have expressed a preference for a pronoun this is respected and in line with our whole school values of inclusion and respect. (See Whole school values document).

#### Ground Rules for the Learning Environment

The ground rules have been established to help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Pupils and teachers are encouraged to come up with their own ground rules at the start of each SRE delivery. The following should be enforced:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Teachers of SRE should avoid embarrassment and protect pupils' privacy by always depersonalising discussions. Role play is used to help students 'act out' situations. Case studies with invented characters, appropriate videos, and visits to or from

theatre in education groups help pupils to discuss sensitive issues and develop their decision making skills in a safe environment.

#### Dealing with Unexpected Questions

Teachers are required to establish clear parameters of what is appropriate and inappropriate in a whole class setting. However unexpected comments or questions may arise. Teachers should take the following action:

If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person e.g. Assistant Headteacher with responsibility for SMSC, school nurse, Progress Leader, Progress Tutor, helpline or outside agency or service;  
If a teacher doesn't know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher, or both, research the question later;  
If the question is too explicit, feels too old for the pupil, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis;  
To maintain trust and respect the teacher must remember to talk with the pupil later; and if a teacher is concerned that a pupils is at risk of sexual abuse, they should follow the school's child protection procedures.

#### Confidentiality Statement

See Confidentiality Policy.

If a pupil asks for personal help following a lesson they should be referred to the relevant Progress Leader or Mrs Collacott, Assistant Headteacher.

#### Training (for staff)

SRE is a statutory requirement and it is vital that up to date and accurate information is delivered which is why at Wrotham we have the School Nurse deliver most aspects of the curriculum. The PSHE Coordinator and other PSHE teaching staff will require further training in this area.

#### Working with the Wider Community

The School Nurse, Multi- Agency Co-ordinator (Ms Rebecca Delaunay) and outside agencies are used in the delivery of SRE. Students are taught about agencies of support and advice and how to contact them.

#### Monitoring and Evaluation

Schools must have an up-to-date sex and relationship education policy, drawn up by the governing body, and available to parents and for inspection. This policy will be reviewed annually.

#### Dissemination Procedure

## Wrotham School Sex and Relationships Policy

Lucy Collacott, Assistant Headteacher, is responsible for the dissemination of the SRE policy.

### Regular Review Questions

This policy must be reviewed in light of issues raised by pupils, parents and staff, and issues as highlighted by Progress Leaders or the Leadership Team.