

The Technical School at Broadstairs College Sex and Relationships Education Policy

What Is Sex and Relationships Education?

Sex and Relationships Education (SRE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexual relationships and feelings. A sex and relationships education programme is an educational entitlement of all students and by carefully considering our programme and its delivery, we can play an important part in helping students prepare for the responsibilities and experiences of adult life so that they may manage their lives in a responsible and healthy way.

Principles and Values

The Technical School firmly believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be provided for all students including those with physical, learning or emotional difficulties
- Be an entitlement for all young people developing self-respect and empathy for others.
- Be about learning to make choices with an absence of prejudice.
- Help students develop an appreciation of the consequences of choices made.
- Address how to manage conflict.
- Provide students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Aim

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

The aim is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Sex and Relationships Education (SRE) programme aims to prepare students for an adult life in which they can:

- 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 and have the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.

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- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality.
- Challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the consequences and risks of having unprotected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

Organisation and Delivery of Sex and Relationships Education

The Technical School specifically delivers SRE through its PSHE Programme. The SRE element is currently delivered by trained professionals from the Brook Advisory Service. Members of school staff will be in attendance. Each year group takes part in a half-day conference each year. The conferences focus more on the emotional aspects of development and relationships; although the physical aspects of puberty and reproduction are also included. Before embarking on these conferences ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the conference. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Assessment is carried out at the end of every conference and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Classroom Practice

Tutors will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be common practice that:

- No one (tutor or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students
- Students will be offered the opportunity to have a follow up session with their Student Support Mentor should they want to discuss any personal experiences.

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the Head of School. If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Head of School, as appropriate. In cases of

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concern over sexual abuse, the School child protection and Safeguarding procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Tutors can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Sex and Relationships Education

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses. If a parent wishes to withdraw their child from SRE they will need to meet with the Head of School to discuss their concerns and then confirm their decision in writing.

Confidentiality, Controversial and Sensitive Issues

Tutors cannot offer unconditional confidentiality. Tutors are not legally bound to inform parents/carers of any disclosure unless the Head of School has specifically requested them to do so. In a case where a tutor learns from an under 16 year old that they are having or contemplating sexual intercourse:

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- The student will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the designated person for Child Protection under the School's procedures.
- The student will be properly counselled about contraception, including precise information about where students can access contraception and advice services.

In any case where child protection procedures are followed, all staff or external deliverers will ensure that the young person understands that confidentiality cannot be guaranteed. Health professionals in College are bound by their codes of conduct in a one to one situation with an individual student, but in a classroom situation they must follow the Colleges' Safeguarding policy.

Monitoring, Evaluation and Review

The Head of School will lead on the implementation of the Policy. This individual will monitor the effectiveness of this Policy and Procedures and where necessary, make recommendations to the Pre-16 Local Advisory Board for improvement.

It is recognised the SRE has to be regularly revised in line with new legislation. A full review will take place each year involving staff, students and external contributors and views are used to inform future planning. New resources will be constantly reviewed and included, to ensure an up to date programme.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationships education policy, and on support and staff development, training and delivery.