



Felsted

SEX AND RELATIONSHIP EDUCATION POLICY

SENIOR SCHOOL

Committee normally reviewing:	Senior Leadership Team
Date formally approved:	Autumn Term 2018
Date policy became effective :	February 2011

Period of Review:	Three years
Next Review Date :	Autumn Term 2021

Person responsible for implementation and monitoring :	Deputy Head, Welfare HoD PSHE
Other relevant policies :	PSHE Schemes of Work Learning and Teaching Policy Spiritual, Moral, Social and Cultural Development Policy Safeguarding (Child Protection and Staff Behaviour) Policy Medical Policy Permanent Exclusions Policy Transgender Policy

The following Policy encompasses the Aims and Ethos of the Senior School

**Mr Chris Townsend
Head, Senior School**

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

SEX AND RELATIONSHIP EDUCATION POLICY

1. INTRODUCTION AND DEFINITION

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. Governors recognise that in the context of a holistic education at a Boarding School the school has a responsibility to teach sex and relationship education.

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2. PRINCIPLES AND VALUES

In addition Felsted believes that Sex and Relationship Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to meet our aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, and gender identity, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

3. MAIN ELEMENTS OF THE EDUCATION PROGRAMME

Sex and Relationship Education in this school has three main elements:

3a Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

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3b Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

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3c 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.

4. AIMS

The aim of Sex and Relationship Education 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 Relationship Education 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
- have respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the meaning of and laws around consent.
- recognise the possible dangers presented by the use of social media.
- understand that sexting is illegal for young people under the age of consent.

- understand the necessary ingredients of healthy relationships and recognise the warning signs of exploitation and abuse.
- 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.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, homophobia and transphobia and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected 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.

5. ORGANISATION AND CONTENT OF SEX AND RELATIONSHIP EDUCATION

Felsted specifically delivers Sex and Relationship Education through its PSHE Programme. Much of the Sex and Relationship Education at Felsted takes place within PSHE lessons. Teachers generally deliver the PSHE Curriculum with support from professionals where appropriate. Sex and Relationship Education lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included, alongside what is delivered in science lessons. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any Sex and Relationship Education lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. 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.

Support is offered within the teaching team or from the Head of PSHE who provides suggested lesson plans and resources.

Assessment involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

6. INCLUSION

6a 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.

6b 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.

6c Sexual Identity and Sexual Orientation

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

7. RIGHT OF WITHDRAWAL OF STUDENTS FROM SEX AND RELATIONSHIP EDUCATION

Some parents 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.

8. CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
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In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school 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 school's confidentiality policy.

9. REVIEW, MONITORING AND EVALUATION OF SEX AND RELATIONSHIP EDUCATION

It is the responsibility of the Head of PSHE to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Senior Leadership Team are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. ISI 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 relationship education policy, and on support and staff development, training and delivery.

Rebecca J Purdy
Director Co-curricular & HoD PSHE