

Sex & Relationships Policy Phase 3 & 4

Glebe Farm School



Policy name:	GFS Sex & Relationship Phase 2 & 3 Policy
Version:	V1
Date relevant from:	September 2022
Date to be reviewed:	September 2024 <i>This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	GFS Headteacher
Statutory (Y/N):	N
Published on website*:	1B

Policy level**:	3
Relevant to:	All those within the GFS school community
Bodies consulted:	School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	11 th May 2022

Key:

*** Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**** Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
Approved by school / department governance bodies



SEX RELATIONSHIPS and HEALTH EDUCATION POLICY

Context

We believe that parents and carers are the key figures in helping pupils to cope with the physical and emotional aspects of growing up and they should prepare them for the challenges and responsibilities which sexual maturity brings.

SRHE embraces the broad range of physical development, health and attendant moral and social changes, during the transition from childhood to adulthood.

At Glebe Farm School, we support young people through these changes by providing them with clear information and giving opportunities to relate these to wider considerations.

Objectives for Sex, Relationship and Health Education

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, and trust and confidentiality are ensured;
- to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers;
- to develop the ability to form positive, non-exploitative relationships;
- to emphasise the role and the value of family life;
- to develop knowledge and understanding that enables pupils to make good decisions about their own health and wellbeing.
- to enable pupils to know what is and what is not legal in matters relating to sexual activity;
- to inform pupils of where they can go for further information and advice.

SRHE is taught with due regard for moral and legal considerations and with explicit values for family life and supportive relationships.

Promoted Values

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others

Delivery

Across the Secondary phase SRE is not taught in isolation but firmly rooted in the framework for Personal, Health, Social, Citizenship and Economics (PHSE) and the revised National Curriculum. There will be Science lessons on the human reproduction anatomy and on the processes involved in sexual maturation, conception, gestation and birth. Many aspects of the SRHE curriculum where appropriate



are embedded and reinforced across the curriculum in specific subject areas including Physical Education, Religious studies, and Computing.

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

PSHE including SRE lessons will be delivered by Crew Leads/ RE teachers on a weekly basis.

SRHE is taught in co-educational classes of pupils in the same year groups, organised and set in the manner normal for that year group, but the need for any single sex small group work following on from general sessions will always be evaluated.

It is important that teachers have broad and detailed understanding of the aspects of SRHE they teach and a clear focus for lesson planning.

The teacher will have expectations of the pupils that are appropriate to their different levels of maturity and understanding and create a climate that encourage pupils to express their views and feelings and to respect the views of others. There will be clearly established boundaries for confidentiality.

The teaching methods will be varied, including good use of resources, which aim to give good opportunities for pupils to reflect on and assimilate their learning.

Pupils will be assessed on their knowledge and understanding and then the development of their values and attitudes and their personal skills.

By the end of secondary school pupils will have been taught content on:

Relationships and Sex Education

- families respectful relationships, including friendships online media
- Being safe
- Intimate and sexual relationships, including sexual health

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

By the end of Key Stage 3, pupils will be able to:

- manage changing relationships
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- ask for help and support
- explain the relationship between their self-esteem and how they see themselves

- develop skills of assertiveness in order to resist peer pressure and stereotyping
- see the complexity of moral, social and cultural issues and be able to form a view of their own
- develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- be tolerant of the diversity of personal, social and sexual preference in relationships
- develop empathy with the core values of family life in all its variety of forms
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Pupils will know and understand:

- that fertilisation in humans is the fusion of a male and a female cell
- the physical and emotional changes that take place during adolescence
- the human reproductive system, including the menstrual cycle and fertilisation
- how the growth and reproduction of bacteria and the replication of viruses can affect health
- how the media influence understanding and attitudes towards sexual health
- how good relationships can promote mental well-being
- the law relating to sexual behaviour of young people • the sources of advice and support
- when and where to get help.

Pupils will have considered:

- the benefits of sexual behaviour within a committed relationship
- that how they see themselves affects their self-confidence and behaviour
- the importance of respecting difference in relation to gender and sexuality
- how it feels to be different and be discriminated against
- issues such as the risks and disadvantages of early sexual activity
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibilities mean in relationships

By the end of Key Stage 4, pupils will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- manage emotions associated with changing relationships with parents and friends
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- make informed choices about the pattern of their lifestyle which promote well-being
- have the confidence to assert themselves and challenge offending behaviour
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- work co-operatively with a range of people who are different from themselves



Pupils will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility
- the defence mechanisms of the body
- how sex is determined in humans
- how HIV and other sexually transmitted infections affect the body
- the link between eating disorders and self-image and sexual identity
- the risks of early sexual activity and the link with the use of alcohol
- how the different forms of contraception work and where to get advice
- the role of statutory and voluntary organisations
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by both their personal values and those of their family and society
- how to respond appropriately within a range of social relationships
- how to access the statutory and voluntary agencies which support relationships in crisis
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationship including marriage depend for their success on maturity and commitment

Pupils will have considered:

- their developing sense of sexual identity and feel confident and comfortable with it
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion; contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

Pupils with special educational needs and disabilities (SEND)

Relationships and Health education will be accessible for all pupils. Teachers will ensure that lessons consider any special educational needs and disabilities of pupils when planning and delivering lessons. Pupils identified as SEND are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Where identified they may be a need to tailor specific content and material to the specific needs of pupils at different developmental stages. Teachers will ensure that their teaching is sensitive, age and developmentally appropriate.

Right to Withdraw

Glebe Farm School has worked within the Department for Education's Relationships Education, Health Education and Sex Education statutory guidelines to ensure a sensitive and balanced approach. Parents/carers have the right to withdraw their child from specific lessons, as set out below.

Right to withdraw from Sex Education lessons

Parents/carers have the right to request that their child is removed from some or all Sex Education lessons. All requests to remove a child for Sex Education lessons should be made in writing to the



Headteacher. Upon receiving a written request, the Headteacher will consider this request and discuss it with the parent/carer; in all but exceptional circumstances this request will be granted.

Alternative arrangements for any withdrawn pupil will be made accordingly and alternative PHSRE work will be provided for the duration of the withdrawal from Sex Education lessons.

Assessment, Monitoring and Evaluation

In Key Stages 3 and 4, a pupil focus group from each year group will also provide an evaluation of the course and the information will be used for future planning and development. The focus group will be made up of volunteers from different teaching groups.

Evaluation of the course will also be undertaken by the teachers of PHSCE and the senior leadership team, in order to present reports to the Governors' Committees.

Lessons will be planned using formative and summative assessment to ensure that the pupils identify and reflect on what they have learned in terms of knowledge and understanding, development of skills and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways and may involve self-review and peer assessment, as well as assessment by the teacher.

Confidentiality and Advice

The Governors' will review the policy annually and recommend any necessary change to the full governing body.

Pupils and parents/carers will be made aware that some information cannot be kept confidential, especially if it concerns possible physical, sexual abuse, but that pupils' best interests will be maintained at all times. Pupils will be told beforehand if confidentiality is to be broken, the reasons why and what course of action will happen next. At the same time pupils will be offered sensitive and appropriate support.

Child Protection / Confidentiality

At Glebe Farm School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children we believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the process to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, procedures and processes will be followed at all times in accordance with the Child Protection Policy.

This policy is aligned with the IFTL Trust wide RSE Policy.



