



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

SEX AND RELATIONSHIPS EDUCATION POLICY

DATE: MARCH 2018
REVISION DATE: SEPTEMBER 2019

Sex and Relationships Education Policy

Rationale

According to the Department for Education guidance, Sex and Relationships Education is:

'...lifelong learning about physical, moral and emotional development.' The emphasis of Sex and Relationships Education should be upon an understanding of the importance of 'stable and loving relationships, respect, love and care'. It is also about the teaching of sex, sexuality and sexual health.' Students have an entitlement to an appropriate and balanced education about sex and relationships.

Aims and Objectives

- To provide accurate information about, and increase understanding of, sexual development, attitudes and behaviour;
- To offer support and accurate information for students and to dispel myths;
- To enable students to make well informed, reasonable and responsible decisions with regard to their relationships;
- To increase students' self-esteem and self-confidence to enable them to form responsible and caring relationships;
- To enable students to avoid being exploited, or exploiting others and to protect themselves from being pressurised into unwanted, or unprotected sex;
- To raise awareness of external pressures posed by new technologies including social media;
- To develop a sense of mutual respect, care and consideration for others;
- To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help;
- To create a positive atmosphere where questions and discussions on sexual matters can take place without embarrassment;
- To set sexual activity within the context of caring relationships, including the values of family life;
- To provide information regarding available support services.

Sex and Relationships Education will be taught in a moral and values framework which focuses on the following aspects:

- Taking account of other people's feelings;
- Mutual support and co-operation;
- Self-respect;
- Accepting responsibility for the consequence of our own actions;
- The right of people to hold their own views;
- Not imposing our own views on other people;
- Not infringing the rights of other people;
- The right not to be abused by other people or be taken advantage of;
- The right of people to follow their own sexuality within legal parameters;
- A responsibility to develop relationships, including sexual relationships based on mutual consent rather than coercion;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, gender identity and sexual orientation;
- Challenging gender based and homophobic bullying, prejudice and sexism;
- The right to accurate information about sex-related issues;
- The right to access support services.

The delivery of Sex and Relationships Education

Sex and Relationships Education is delivered primarily through Science and Personal, Social and Health Education sessions. However, aspects of relationships within a moral and ethical framework may be covered in other subjects such as Religious Education and English. Outside agencies may also contribute to the planning and delivery of Sex and Relationships Education.

Clear ground rules are established with students to establish a safe and respectful environment for the discussion of issues relating to Sex and Relationships Education. All staff should be aware of confidentiality guidelines and inform the relevant Head of Year in cases of a student requiring confidential medical advice or counselling. Members of staff are contractually bound to disclose information about any form of abuse of children and young people to the Designated Safeguarding Lead, (DSL), in school.

The following will help to establish clear boundaries for confidentiality between students and teachers:

- Reassure students that their best interests will be maintained;
- Encourage students to talk to their parents, or carers, and give them support to do so;
- Ensure that students know that teachers cannot offer unconditional confidentiality;
- Reassure students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- If there is any disclosure, or possibility of abuse, following the school's child protection procedures;
- Ensure that students are informed of sources of confidential help, for example, the school nurse, counselling services, GP or local young person's advice services.

Parental right to withdraw students from Sex and Relationships Education

Sex and Relationships Education within school is intended to be complementary to and supportive of the role of parents. Parents do not have the right to withdraw their child from the Sex and Relationships Education element of the National Science Curriculum. Parents currently, (until September 2019) have the right to withdraw their child from Sex and Relationships Education provided within Personal, Social and Health Education lessons.

Parents are invited to contact the Headteacher, in writing, if they have any concerns or queries. If parents request that their child is withdrawn, they will be invited into school to discuss the issues. Parents do not have to give their reasons for withdrawing their child, but should be made aware of the implications of removing them from lessons, how it will make their child feel and how it may affect relationships with other students.

Equal Opportunities and Inclusion

All staff and students are treated equally regardless of their gender, race, special educational needs, disability, ethnicity, sexual orientation or social background. The Sex and Relationships Education policy is in line with the school's Equal Opportunities Policy.

Monitoring and Review

Sex and Relationships Education will be monitored and evaluated by the Deputy Headteacher responsible for Student and Staff Wellbeing, and the Pastoral team. The opinions of staff, students and parents will also inform future planning to ensure that the delivery of Sex and Relationships Education continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.

This policy should be read in conjunction with the school's Safeguarding and Child Protection, E- Safety, Anti -Bullying and Equal Opportunities policies.

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Sex and Relationships Education Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved in March 2018. To be reviewed in September 2019

Policy/project lead and Author of Equality Impact Assessment:

Mrs L. Long, Deputy Headteacher

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's Sex and Relationships Education

Who will benefit/be affected by this policy/activity?

Students of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Body, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: Mrs L. Long

Date: March 2018