



# Sex and Relationships Education Policy

## Hylands School

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## Principles

Hylands School was built to serve the community in which it is placed. Accordingly, we are a comprehensive, community school with a clearly defined catchment area and cater for pupils of all abilities.

Hylands School believes that every member of the school community has a right to an education free from intimidation and fear. Failure to act gives a silent but powerful message that bullying is appropriate and acceptable.

## Aim

At Hylands School, we aim to create a safe, secure and happy learning environment, which recognises the diversity in the sexual preferences and orientation of all people.

The aim of SRE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

## Introduction

At Hylands School we believe that “Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives”.

“Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.” (Sex and Relationship Education Guidance, DCFS, July 2000)

We believe in the importance of the promotion that sexual relationships should only be entered into within a stable and loving relationship.

We aim to deliver an effective programme of sex and relationship education that will help our pupils “learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.” (Sex and Relationship Education Guidance, DFE, July 2000)



## Purpose

Sex and Relationship Education is a process of lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is NOT about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Hylands School will teach about relationships, love and care and the responsibilities of parenthood as well as sex and will;

- consider the needs of ALL pupils in the school
- focus on boys as much as girls
- build self-esteem
- 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 sources of further advice and treatment
- use young people as peer educators, e.g. teenage mothers and fathers
- 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 and other risk-taking behaviour, such as drugs, smoking and alcohol ensure young people understand how the law applies to sexual relationships

## Guidelines

Sex and relationship education has several elements, outlined in the DFE's July 2019 document: Sex and Relationship Education Guidance:

### Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care for others
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

### Personal and social skills

- Learning to manage emotions and relationship confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse



- To recognise and promote Healthy Relationships

## Knowledge and understanding

- Learning and understanding physical development at appropriate stage
- 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 a delay
- The avoidance of unplanned pregnancy

## Families

Pupils should know:

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- why marriage is an important relationship choice for many couples and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

## Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
  - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
  - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)



- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

## Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

## Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online



## Intimate and sexual relationships, including sexual health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

### The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.



Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

### How will Sex and Relationship education be provided and who is responsible for providing it?

Sex and relationship education will be provided in Character and Culture lessons, form time, specialist workshops and within subject specific curriculums, for example Science lessons.

Within a developed programme of study, identified staff will be responsible for the delivery of Sex and Relationship education, these staff may be Hylands teaching staff, Pastoral Managers, support staff and/ or outside agencies.

The Assistant Headteacher who line manages the Heads of Year will oversee the delivery of Sex and Relationships education.

### Terminology

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.



## How will sex and relationship education be monitored and evaluated?

Sex and relationship education will be monitored by the Heads of Year and the Assistant Headteacher who line manages them and/or Curriculum Team Leaders for subject curriculum related education, through:

- Form time programmes and delivery
- Character and Culture lessons and workshop activities
- Lesson plans, schemes of work and or lesson observations

## DfE SRE Guidance July 2019

Young people may have varying needs regarding SRE depending on their circumstances and background. The Trust strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the Trust's approach to SRE will take account of:

**The needs of boys as well as girls:** Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity:** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds:** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality:** On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB), some students may consider themselves transgender. Students may also have GLB or transgender parents/carers, brothers or sisters, other family members and/or friends. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.

**Special educational needs or disabilities:** We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

**The teaching programme for Sex and Relationship Education:** We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development.



Contraceptive advice to KS4 pupils: Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

### Parents' right to withdrawal

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children. Any parent wishing to withdraw their child is encouraged to make an appointment with their child's Head of Year to discuss the matter. Any complaints about the content or delivery of SRE should be addressed to the Headteacher.

### This policy has drawn on

- DfE 'Sex and Relationship Education Guidance' (2019)
- Diverse Communities: Identity and Teenage Pregnancy, a resource for practitioners (Department of Health – September 2002)
- SRE Resource Centre/Library available to teachers at Derby Youth House, Mill Street, Derby, Tel (01332) 345538
- NHSS (2001) Sex and Relationships Education. National Healthy Schools Standard, London
- Ofsted (2002) Sex and Relationships. Office for Standards in Education, London
- Social Exclusion Unit (1999) Teenage Pregnancy Strategy. Social Exclusion Unit, London.