

<b>Policy Title:</b>	Sex and Relationships Education Policy
<b>Function:</b>	It aims to guide the school and teachers on some of the sensitive issues they may have to deal with when teaching sex and relationship education. It also addresses some of the issues for schools concerning confidentiality.
<b>Status:</b>	Statutory
<b>Audience:</b>	Students, Parents, Carers, Governors, Principal, Teachers, Support Staff.
<b>Ownership / Implementation:</b>	The Principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date:</b>	April 2014
<b>Review period:</b>	Every two years
<b>Last Reviewed:</b>	September 2019

## SECTION 1: Sex and Relationship Education Policy

### 1. Rationale

- 1.1** At Compass School the Sex and Relationship Education programme has two main strands.
- 1.1.1** Firstly, it involves the knowledge of physical development and an understanding of aspects of sexual behaviour.
- 1.1.2** Secondly it involves seeking to understand the broader emotional, moral and social implications of sexual attitudes. The programme is delivered through a variety of channels:
- Part of our “Esteem” program for each year group delivered by an external provider
  - Assemblies with expert and/or guest speakers with a focus on a particular issue e.g. Female Genital Mutilation
  - Personal, Social and Health Education programmes in Relating lessons
  - Cross-curricular, especially through Science, ICT and Physical Education.
  - One to one or small group interventions where required

### 2. Principles

- 2.1** To foster in students a feeling of self-worth, and to develop their personal and social skills to better equip them to face up to and solve personal problems.
- 2.2** To encourage responsible attitudes and behaviour in the students we teach.
- 2.3** To provide pupils with an understanding of the biological elements of reproduction and contraception.
- 2.4** To provide students with information, knowledge and facts on sexual matters, including HIV/Aids and sexually transmitted infections.
- 2.5** To encourage an exploration of feelings, morality, right and wrong and emotions through small group or class discussion.
- 2.6** To promote the value of stable relationships and family life.
- 2.7** To promote students mental and physical health. This includes internet safety, physical education, healthy eating, substance issues and basic first aid.
- 2.9** To support parents in their responsibility for the teaching of this sensitive area.

### 3. Implementation

- 3.1.** The sex education programme will take into account the personal, cultural and religious sensitivities of parents and pupils and seek to educate all.
- 3.2.** It will be made clear to parents that they may withdraw their son/daughter from “all or part of” the sex education provided through our Esteem programme. However, parents cannot withdraw their son/daughter from education about human reproduction or biology.
- 3.3.** Students who are approaching the age of 16 are allowed to request to be taught sex education in one of the three terms before their turn 16 – the legal age of consent, even if their parents have withdrawn them.
- 3.4.** Parents may not withdraw their son/daughter from relationship education. This includes family, friendship and safety (including online).
- 3.5.** A variety of professionals will be used, where appropriate, to help deliver the sex education programme to students.

- 3.6. Wherever possible staff training will be given and tutors encouraged to deliver or help deliver the programme with the relevant professionals.
- 3.7. The sex education programme will be appropriate to the emotional, physical and intellectual maturity of the students.
- 3.8. The organisation of the programme will provide opportunities for mixed and single sex groups where possible or appropriate.
- 3.9. Questions on a range of issues will inevitably arise in any subjects at any time. In this context questions should be answered honestly, sensitively and appropriate information given where available.

#### **4. Conclusion**

- 4.1. Our sex education programme aims to address the needs of young people in attempting to manage their developing sexuality.

#### **5. Monitoring, Evaluation and Review**

- 5.1 The Standards Committee will review this policy at least every two years and assess its implementation and effectiveness, taking into account national guidelines. The policy will be promoted and implemented throughout the School.

## Appendix

### See 2019-20 Curriculum Statement of Intent: Non-Core Curriculum

#### Personal, Social, Health and Economic Education and Sex and Relationship Education programme 2019-20

Over the five years at Compass students will participate in a planned PSHE and RSE curriculum delivered by Esteem with support from our own teachers and the Computing curriculum.

We recognise that the experience and expertise required to teach RSE well is best served through this partnership and discreetly through full integration into our Relating curriculum.

Year Group	HT1 Computing curriculum		HT2	HT3	HT4	HT5	HT6
Year 7	Online Safety	Self-esteem			Puberty and reproduction		
Year 8	Online Safety		Self-esteem and body image			Relationships and sex Parenthood	
Year 9	Online Safety		Sexting	HIV STIs – First session			
Year 10		Relationships and Respect (inc. LGBT QI+)  Pregnancy and Contraception	Actions and attitudes  The Media challenge				
Year 11		Relationships (inc. LGBTQI+)  STIs – Second Session					

In addition to our formal and explicit Relating and Esteem curricula we also acknowledge the importance of emphasising certain areas in more detail within subject specific curriculum planning (mapped centrally) but also on a whole school level.

**Assemblies:** throughout the year students will experience an assembly programme that links to Compass and British values but one that also tackles important issues that face young people in Britain and the world today.

These include but are not exclusive to;

- PREVENT
- E-safety
- FGM

**2019-20 Focus weeks/months:** as a school we also seek to raise the profile of the following issues using assemblies, targeted sessions, lessons, LFT sessions and specific activities.

These include but are not exclusive to;

- Black History Month

- Anti-bullying
- Sport Relief
- Mental Health Awareness
- Pride – LGBTQI+