

# SIR FREDERIC OSBORN SCHOOL

## SEX AND RELATIONSHIPS

### **Purpose**

A key aim of Sir Frederic Osborn School is that each student will develop the skills and knowledge to make decisions. Among the most important decisions that an individual can make are those that concern how he or she will relate to others. Well-considered decisions about sex and relationships can only be made if individuals have adequate knowledge and understanding of their own physical and emotional development.

### **Relationship to other policies**

Sex and relationships education forms an integral part of the Curriculum policy and the schemes of work for science, citizenship and personal, social and health education (PHSE), and relates to child protection.

### **Role and responsibilities**

#### **The Governing Body**

The governing body will:

- ensure that the school is complying with statutory requirements to deliver sex and relationships education, including education about HIV and AIDS and other sexually transmitted diseases
- seek the advice of the headteacher on this policy, keep it up to date and make it available to parents
- ensure that sex and relationships education is provided in a way that encourages students to consider morals, the value of family life and the importance of stable relationships.

#### **The Headteacher**

The headteacher will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages students to consider morals, the value of family life and the importance of stable relationships
- students are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents are informed about the programme for sex and relationships education

#### **Staff**

- provide sex and relationships education in accordance with this policy and in a way that encourages students to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the headteacher and/or the member of SLT responsible for managing sex education, any materials which they consider to be inappropriate
- respond appropriately to those students whose parents wish them to be withdrawn from sex education

#### **Arrangements for monitoring and evaluation**

The headteacher will provide a report to the Governors Curriculum Committee on the implementation of the scheme of work once each year (in July), together with a record of parental and student complaints, the number of students withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on sex education will be observed in the normal programme of monitoring teaching and the judgements about the impact of the lesson on students will be included in the report.

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## Aims

- To help students understand biological facts, which will be presented in an objective, balanced and sensitive manner.
- To encourage students to appreciate the value of a stable family life, loving commitment to a partner and the responsibilities of parenthood. To also recognise that many people lead fulfilling lives as single people.
- To encourage students to recognise the physical, emotional and moral implications and risks of sexual behaviour.
- To help all boys and girls accept that both sexes must behave responsibly in sexual matters.
- To develop student self-esteem, so that they are more likely to develop caring relationships and are less likely to exploit or be exploited by others.
- To help young people develop the skills, knowledge, understanding and confidence required to make informed choices about their lifestyle so as to promote good health in themselves and others.
- To inform young people about the health and welfare services available and how to use them.
- Our overall aim is to help young people understand themselves as individuals, their sexuality and their relationships with others by equipping them to participate in society as informed, competent, responsible and caring individuals.

## Organisation of School Sex and Relationships Education

- Sex education within Science will be taught by qualified science staff. The teaching of the six principal religions in Britain with regard to sexual behaviour will be addressed in RE in Key Stage 3. In years 7 and 8, aspects of sex education regarding self-esteem and peer pressure will be delivered within the tutorial period. In years 9, 10 and 11, sex education will be delivered within the PSE programme by specialist staff. At 6th form level it is delivered in tutorial by tutors. Outside speakers will be used as and when appropriate.
- Classroom ground rules are set for staff and students to enable all to feel secure. These rules do not allow inappropriate personal questions to be asked and emphasise the right to be listened to with respect. No student will be asked to do or say anything she/he does not feel comfortable about.
- Teaching will include the giving out of factual information, but the importance of open discussion and role play will be recognised.
- A variety of resources will be used as appropriate to the age of the student. The school will continue to choose resources which give a balanced view, especially for potentially controversial topics such as abortion and homosexuality.
- It is necessary to be quite explicit in the teaching of some topics (such as contraception and the transmission of HIV) but this will be handled sensitively. Some students may ask explicit questions and if a response to the whole class does not seem appropriate, the question may be answered only to the individual or small group of students. Unless otherwise specified in the outline scheme of work, all lessons will be taught in mixed gender groups.
- All students are entitled to a programme of sex education. Parents may, however, request that their children are withdrawn from some areas. Withdrawal from the National Curriculum aspects of sex education is not permitted by law. Parents should also be aware that some aspects of sex education arise in subjects other than science (e.g. the study of population in the Geography National Curriculum). Questions which arise naturally in the classroom will be answered by subject staff.

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## Moral and Values Framework

Our moral and values framework has been drawn up with reference to government legislation and guidance which affirms the need to encourage students to have due regard to moral considerations and the value of family life.

### Key elements of our framework.

- To emphasise the importance of marriage and loving committed partnerships as the ideal context for sexual activity.
- To recognise the nature and importance of stable relationships for family life and bringing up children, with particular reference to marriage.
- To consider the teaching of Christianity and the other principal religions represented in Britain with regard to family life and sexual behaviour.
- To accept the value of all people and the differences in sexual attitudes between cultures.
- To emphasise equality in relationships and responsibility.
- To help young people resist the pressure to become prematurely involved in sexual activity and to present choosing not to have sex as a positive option.
- To teach the current legislation relating to sexual behaviour
- To respond to the challenges that new technologies and trends pose

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