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| BC/STC/029 | Approved | Teaching & Learning Governors | 25 November 2015 | 004 |

Sex and Relationships Education

POLICY

BIDEFORD COLLEGE

AIMS AND OBJECTIVES

The policy for sex and relationships education at Bideford College has been drawn up in line with the guidance of the DfES in their 2000 circular "Sex and Relationship Education Guidance" as follows:

"At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgments and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and friendly relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships."

TEACHING METHODS AND APPROACHES

Sex and Relationships Education at Bideford College is taught in both the PSHE and Science Departments. It is also included within the Child Development course, which is an optional GCSE. Staff in both Departments will have regard to the following guidelines:

- Teaching about sexual activity must involve discussion of healthy relationships, the building of self-esteem and young people taking responsibility for their own actions;

- Teaching approaches must recognise the need to involve boys as well as girls;
- There must be a focus on the arguments for delaying sexual activity and resisting pressure;
- Young people need to understand the law as it relates to sexual relationships;
- They should be taught the significance of stable relationships, including marriage, in sexual relationships;
- Activities and learning resources should be planned to ensure that all students, including those with learning difficulties, are involved in and benefit from the lessons, and support staff are used appropriately where necessary to ensure this inclusion.

Ground rules

In order to ensure that staff and students feel as comfortable and safe as possible during lessons on sex and relationships, staff need to establish ground rules with each class at the beginning of a series of lessons on these issues. Students can then be reminded of these at the start of each subsequent lesson in the programme. Each class may devise their own, but if they do not suggest the following, the teacher will need to ensure that they are discussed and included:

- There will be no personal comments made about any other individual, whether they are in the classroom or not;
- Students and staff will listen to whoever is speaking with respect for each other;
- No one (staff or student) will have to answer a personal question;
- Only the correct names for body parts should be used;
- Any discussion within the classroom will remain confidential to that group.

Responding to students' questions

When responding to the questions posed by students, teachers must follow the DfES guidelines as follows:

"Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

- If a question is too personal, the teacher should remind the student of the ground rules. If the student needs further support, the teacher can refer her or him to the

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- appropriate person, such as a school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the student or teacher or both together research the question later;
 - If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the student later;
 - If a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's safeguarding procedures."

Encouraging active learning

Independent research and group work are encouraged, as forms of active learning. Individuals and groups are required to reflect on what they have learned and frequently prepare presentations for the class. The DfES guidelines encourage reflection on the grounds that:

"Reflecting is crucial for learning as it encourages students to consolidate what they have learned and to form new understanding, skills and attitudes."

Teachers can help students reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

The materials and websites used for research are preselected and vetted for suitability. Particular care is taken to ensure that the materials used are of an appropriate level.

THE CURRICULUM FOR SEX AND RELATIONSHIPS EDUCATION

The contribution of the Science Department
At Bideford College, the Science Department delivers the statutory aspects of Sex Education, in line with the National Curriculum, in Key Stages 3 and 4 as follows:

Extracts from the programme of study for Science in Key Stage 3

- Fertilisation in humans is the fusion of a male and a female cell;

- Students should know about the physical and emotional changes that take place during adolescence;
- The human reproductive system, including the menstrual cycle and fertilization and how the foetus develops in the uterus;
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

Extracts from the programme of study for Science in Key Stage 4

- Hormonal control in humans, including the effects of sex hormones;
- Some medical uses of hormones, including the control and promotion of fertility;
- Defence mechanisms of the body;
- How sex is determined in humans.

The Contribution of Staff

Sex and relationships education is delivered mainly in by form tutors. The programme is based on the Passport programme, which incorporates all strands of the National Curriculum PSHE framework at Key Stages 3 and 4, and those elements of the statutory order for citizenship at Key Stages 3 and 4 which contribute to personal and social development.

The PSHE staff are involved in the University of Exeter APAUSE programme training, and all available opportunities are taken to further and share skills in teaching sensitive issues.

PARENTS/CARERS WHO WISH TO WITHDRAW THEIR CHILDREN

Parents/Carers have the right to withdraw their children from all or some of the sex and relationships education programme at the College, apart from the aspects delivered by the Science Department as part of the National Curriculum. Parents/Carers are informed in the year specific handbooks as to the PSHE programme for the year, and they are informed of the appropriate actions should they wish to withdraw their child.

ASSOCIATED POLICIES/PROCEDURES

Drug Education Policy
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Inclusion Policy
Safeguarding Policy & Procedures
Teaching & Learning Policy

REVISION HISTORY

004 Review (Nov15)
003 Revised Dec12
002 Review and ref to Safeguarding (Oct09)
001 Original document