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|  | Charles Darwin School  Sex and Relationships Education Policy  [Formerly known as the Sex Education Policy] |

**Persons Responsible**

Governors: Curriculum Committee

SLT: Mrs L Rees

Written by: Miss K Sampson

Student contribution: Student Voice and School Council

Parent contribution: Parent School Improvement Forum May 2014

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1. Description of policy formation and consultation process
   1. Based on the findings of OFSTED in 2012 following an investigation into PSHE in English schools, ‘Sex and relationships education requires improvement in over a third of schools’ (‘Not Yet Good Enough’ 2012). Too much emphasis was felt to be put on ‘the mechanics’ of reproduction and too little on relationships, sexuality, the influence of pornography on students’ understanding of healthy sexual relationships, dealing with emotions and staying safe’.
   2. In light of above, Charles Darwin School’s Sex Education Policy was reviewed in 2014 by the Governors, Senior Team, School Council students and Parent Forum. The reviewing body felt that the title of the policy should change to reflect the content, and will therefore now be known as The Sex Education and Relationships Policy.
   3. In light of the amendments to the Children and Social Work Bill [1 March 2017] making it a requirement that all secondary schools in England teach relationships and sex education [RSE], the governors, senior team and school council will completely review this policy.
2. Aims
   1. The Sex and Relationships Education Policy gives an opportunity for students:
   * To clarify their attitudes and values with respect to sex and sexuality and to place them within a moral framework;
   * To develop an understanding of factual information;
   * To develop a range of appropriate personal skills;
   * To develop awareness of healthy relationships, dealing with emotions and staying safe.
3. Objectives
   1. The specific objectives of a Sex Education and Relationships Policy will depend on the age and maturity of the students involved. Underpinning all of them will be an understanding of the biological, emotional, social, legal and moral aspects of sexuality and relationships.
   2. In order to achieve the aims the following objectives apply:

* To develop an understanding of a range of values and moral issues including the importance of family life in its many different contexts.
* To enable the students to understand the biological facts related to human growth and development including reproduction and contraception.
* To enable the students to develop further the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
* To enable the students to identify and use sources of help and advice available within the family, school and community.
* To present information to students about different types of contraceptives.
* To present information to students about sexually transmitted infections [STIs] at an appropriate point.
* To assist the students in making informed decisions about their own sexual behaviour and the consequences of behaviour which carries risks.
* To enable young people to know and understand the legal framework relating to sexual activity.
* To foster a range of personal skills and qualities which will enable students to make informed choices and lead fulfilling and healthy lives.
* To develop an understanding of and sensitivity to different lifestyles, and relationships, including same sex relationships, needs and the feelings of others.

1. Moral and values framework
   1. The prime responsibility for bringing up children rests with their parents. We recognise that parents are key figures in helping their children to cope with the emotional issues involved in growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. They will wish to do so within the moral framework which underpins their individual family life.
2. The sex education and relationships programme by year group
   1. The Sex Education and Relationships programme at Charles Darwin School is delivered both within and alongside the PSHE, Science and Drama curriculum.
   2. As part of the school’s Science curriculum, Key Stage 3 students will encounter Sex Education in Year 7 as part of the reproduction unit taught in science lessons. The content of this unit includes anatomy and physiology relating to sexual reproduction, sexual intercourse, pregnancy and childbirth. It also includes physical changes to the body that occur at puberty as well as the menstrual cycle. At KS3 students will cover the transmission of sexually transmitted infections [STIs] within a disease based topic.
   3. In Year 8 key drama students will be identified to take part in a sexual exploitation and safe relationship workshop for 2 days in the autumn term. This will culminate in a presentation to the whole year group. Surveys are completed by both participants in the drama and the audience to judge impact and understanding.
   4. Within the Key Stage 4 curriculum, the Biology GCSE course content covers the hormonal control of the menstrual cycle in more depth than at KS3, as well as the use and ethics of the contraceptive pill and IVF treatments. KS 4 students also have had the opportunity to enroll in a sex education workshop during a science lesson at the end of Year 10. This session includes further knowledge on anatomy and physiology, puberty and adolescence, sexually transmitted infections: diagnosis, prevention and treatment, contraception availability and correct use, and some social and emotional aspects of relationships including legal information, social pressure, religious beliefs and sexuality.
   5. In recognition of World Aids Day, in the autumn term Science staff deliver a lesson to Year 8 to Year 10 students raising awareness of AIDS; these challenge misconceptions and homophobia-related stereotypes surrounding AIDS as well as covering safe sex.
   6. Year 7 to 11 students reflect on Internet safety within the KS3 and 4 tutorial and assembly programme. This includes safe use of social media sites and appropriate relationships on these sites. ’ Sexting’ is also covered from Year 7 onwards
   7. Community services such as the police, fire service, Bromley Healthcare and the prison service are invited into school SMSC days in KS3 and KS4. Year 8 ‘Impact Day’ in the spring term includes a presentation from Rape Crisis as part of a carousel on keeping safe in the community; Relationships and Sexual exploitation are explored. The school invites Bromley Healthcare into school to work with all Year 9 students for a day in the spring or summer term, focusing on Sexual health and relationships via a variety of workshops.
   8. From 2009, professional agencies offering chlamydia tests as well as age-specific STI advice present to the Sixth Form. The ‘C CARD’ is offered in school, raising awareness of where Sixth Formers can get free contraception from in the community. As part of Year 12 ‘Horizons’ week in the summer term all students take part in a carousel of activities based around personal safety. Sexual health is included in this.
   9. Social and Emotional Aspects to learning (SEAL) is the focus area for the Year 7 tutorial programme. The aspects of self-awareness, managing feelings, motivation, empathy and social skills are investigated throughout the year.
3. 2014 Review of the Sex and Relationships Education programme
   1. A review of the Sex Education policy by the Governors, senior team and the School Council in the spring term 2014 commented that provision relating to anatomy and disease in Science was good, though relationship based education needed greater focus. This was in order to meet the changing pressures and expectations on young people, and changes to family backgrounds.
   2. As a result of this review, April 2014 saw greater inclusion of emotional aspects of relationships in the curriculum and an on-going review of this area since:
   * A new scheme of work has been introduced in Year 8 drama lessons. Themes surrounding managing feelings in relationships and different types of relationships are explored. A variety of family backgrounds will be explored [see exemplar Appendix 1].
   * Greater reference to healthy relationships and social media will be explored in Year 8 IT lessons. A new curriculum has been followed in this area since September 2015.
   * A new PSHE session to explore and question choices in relationships has been introduced to Year 10’s. This will be facilitated by Science teachers in the summer term. Groupings of students will be considered carefully, based on student choice, so that students are comfortable to participate in the workshops. Use of DVD materials eg TV soap operas will be used to model inappropriate relationships and the consequences of relationship choices, for example Sexual Exploitation. Use of pornography on students’ understanding of healthy sexual relationships will be discussed.
   * Greater use of assembly programme to promote awareness and tolerance of different forms of identity and relationships for example transexuals and same sex relationships.
4. 2016 Review of the Sex and Relationships Education programme
   1. A review of this policy by the School Council proposed the following changes:
   * That the Year 12 sexual health focus is included in the autumn term tutorial programme as opposed to waiting till the summer term
   * This was agreed by the head of Sixth Form for September 2016
   * A summary of this Sex education and relationships policy should be included in the pupil planner
   * That more time is spent in September informing pupils of the contents of the planner to raise awareness of this policy and others.
5. 2018 Review of the Sex and Relationships Education programme
   1. A staff training programme will be followed by all teaching staff, provided by METRO charity. This will include:
   * whole staff training around relationships sexuality and gender and challenging homophobia in children
   * homosexual, bi-sexual and transgender [HBT] ambassadors – both staff and sixth form volunteers to be trained
   * HBT mediation training [pastoral team and volunteers].
6. Equal opportunities
   1. The Sex and Relationships programme has been devised to support the commitment of the School to equal opportunities. It does this in the following ways:
   * By establishing a balanced and relevant sex education curriculum which is accessible to all students**.**
   * By using teaching strategies that encourage positive attitudes and challenge prejudice and intolerance.
   * By providing a safe environment where the ground rules for discussing these issues are established very clearly.
   * By using and expecting language which promotes positive images and mutual respect
7. Organisation of Sex Education and Relationships Policy
   1. **Name of person responsible for planning and delivery:**A deputy head, SMSC Co-ordinator and the Achievement Co-ordinators share responsibility for overall planning and work with Pastoral staff to develop the programmes in particular years.
   2. **Teaching of sex education and relationships**It is important that teachers delivering the programme have appropriate training and choose to teach on the programme. This is achieved during relevant tutorial sessions and in different subject areas where appropriate. All students have access to the programme unless their parents wish otherwise. Students are taught in small, mixed ability groups, using resources that are designed to be accessible to students of all abilities. The programme involves the use of many resources. These are selected only if they support the aims and objectives of the programme, are easily accessible to students, respect the sensitivities of the students and their parents and are free of bias by gender, race or in any other form. Some of these are published materials, but many are produced by staff at the School.
   3. **Training provision**Training and collaboration with Bromley Primary Care Trust ensures that teachers are up to date, both with the background biological knowledge associated with such topics as STIs and contraception and with new methods of teaching. The delivery of the sex education programme by a relatively small number of science teachers ensures that they can be offered adequate training.
   4. External agencies and charities will be involved in the leading of assemblies, workshops and lessons where appropriate.
8. Specific issues statements
   1. **Contraceptive ‘advice’, information and referrals to under 16s (individually and in the classroom):**Teachers should not offer individual contraceptive advice to students. This role is more appropriately performed by a Health Professional e.g. a Doctor or a Nurse. Students are referred to the School Nurse and local services. Work on contraception appears in science and PSHE lessons. A small amount appears towards the end of Year 9, with the major coverage in Year 10. Different methods are discussed, their relative merits, availability and relevance to different circumstances and lifestyles. The dual role of some contraceptives in giving protection against certain STIs and HIV is stressed.
   2. The Sixth Form pastoral leads, ie heads of Sixth Form, year 12 and Year 13 are available on a twice monthly basis for advice, guidance and provision of contraception to Sixth Formers. The “C” card is offered to all Year 12s in the summer term to enable them to get free contraception in the community.
   3. **Confidentiality (individual and in the classroom**  
      Confidentiality within the classroom is an important element of sex education. Teachers should, however, take care that they do not compromise themselves by promising confidentiality to individual students in ‘delicate’ situations. It is always wise in such situations to share information, most appropriately with the relevant Achievement Co-ordinator or the lead safeguarding member of staff. Legal guidelines will be followed.
   4. **Child safeguarding procedures**  
      This document should be read in conjunction with the school’s latest Safeguarding Children and Young People Policy. This is available on the school website.
   5. **Child withdrawal procedures**  
      Parents have the legal right to withdraw children from aspects of sex education not covered by the National Curriculum Orders for Science and the School fully respects that right. Parents who wish to withdraw their children from sex education should write to the Headteacher stating that they wish to do so. No explanation is required. However, we hope that no student will be withdrawn from the sex education and relationships programme. Governors, teachers and parents have all worked hard to produce a course that is sensitively taught and appropriate to the needs of young people. Therefore, we would request that parents thinking of withdrawing a child give staff an opportunity to talk to them about the programme and hopefully allay any fears that they may have.  
      A student who is not following the sex education and relationships programme will not attend that particular section of activities, but will follow another activity. The rest of their PSHE programme will be undisturbed. If discussion of sexual matters is likely to occur in other lessons, teachers need to be aware of students who are withdrawn from sex education lessons. If necessary they may need to be removed from particular lessons. This is unlikely to occur frequently, if at all. Where such matters emerge in an unpredictable context, teachers should use their professional judgement. In most cases, a brief answer is appropriate and acceptable.
   6. **Bullying procedures**Should issues of bullying or sexual harassment arise the procedures laid down in the School Anti-Bullying Policy should be followed. These documents are available on the school’s website.
   7. **Complaints procedure**  
      Charles Darwin School has an open relationship with parents and always encourages them to express their concerns to the School so that they can be addressed. The person to contact with such a complaint about the sex education and relationships programme is the Headteacher.
   8. **Procedures for the involvement of health professionals and visitors**Where people are invited in to speak to students, they will be made aware of the guidelines and will be expected to follow them. A member of staff will be present during the talk.
   9. **Procedures for supporting any members of the school community infected or affected by HIV**This area is covered by the Health and Safety Policy.
9. Working with parents
   1. Parents have made a contribution to the production of this policy and we very much value the opinion of parents on the teaching of this sensitive area.
   2. Charles Darwin School practices a very open approach in its dealings with parents. Parents who have concerns about sex education are encouraged to discuss these issues with the appropriate members of staff.
10. Dissemination of the policy
    1. All staff, governors, parents and pupils will have access to this policy via the school website.

**Appendix 1**

**Year 8 Drama – Exemplar scheme of work**

**Relationships**

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| **Overall aims**  This scheme of work aims to improve student understanding of what constitutes a healthy relationship and enable students to understand the importance of having boundaries with friends, with family, with boyfriends/girlfriends etc.  **Each lesson has a different focus around issues that have been identified as sometimes challenging for this age group.** Through role play and discussion students will consider what is appropriate to share with others and explore positive qualities in a range of relationships. |
| **Skills/techniques**   * Discussion * Teacher in Role/ role-on-the-wall * Improvisation |
| **Content**  Some lessons are linked to an imagined character to enable students to explore the ideas with more confidence, without exposing themselves in the Drama. Students will have the opportunity to consider positive action that might be taken to improve relationships. |

**Lesson1**

Privacy and secrets

**Learning objective:** To understand what motivates people to have secrets and share information with others.

To be able to identify what information is appropriate to share and what information is appropriate to keep private.

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| Time | Activity | Resources |
| 5 mins | Definition of a secret ***“Something that is kept or meant to be kept unseen or unknown by others”***  Discuss definition. **Q: Do people tend to keep secrets totally to themselves? If you tell somebody does it stop being a secret? Why might someone decide to tell somebody something that they want to keep 'secret'?** |  |
| 5 mins | Groups of three (2 friends and mum/dad)  Improvisation around keeping something secret. Students to pick context:  Either.... 2 friends, have met up to get concert tickets in London but have told parents it is a sleep over. ***Parents wouldn't want them to go up to London.***  Or....2 friends, have met up to go to secret football game. ***Parent concerned about rival crowds and wouldn't want them to go.***  In scene, friend reveals the secret to parent. Students to explore what leads to the secret being revealed. |  |
| 10 mins | Share a selection of work  ***Q: Why do you think the friend revealed the secret? How does it feel when you are part of keeping something a secret?***  ***Q: Are there risks when telling anyone a secret? Are there more risks with certain bits of information?*** |  |
| 15 mins | **Revealing information**  Some things we decide to keep private and wouldn't tell anyone, some things we are happy to share and some things we share with a few people but wouldn't want everyone to know.  Complete grid in groups, matching information to whether it is something to be kept private, shared with a few or shared with many.  **Discuss how students have matched them up.** *Emphasise that different people may have matched them up in slightly different ways but there are certain things that people would naturally want to share and there are things which are more appropriate to keep private. KEYWORD-APPROPRIATE.* | Grids |
| 5 mins | Pairs  Pick a piece of information that you would only tell a **few people**. ***(Students can use examples on the sheet or pick something else)***   * Who would you tell? * How would the conversation happen? * What would you tell them about keeping it a secret/private?   Improvise conversation. |  |
| 5 mins | Discuss  **Q: What would you need to say to the person to ensure the information didn't go any further?**  **Q: How do you decide who to tell and who not to share information with? Can you be sure you have made the right decision?** |  |

**Lesson 2**

Sharing information

**Learning objective:** To understand the potential impact of sharing information that is more appropriate to keep private.

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| Time | Activity | Resources |
| 10 mins | Chinese whispers in circle   * Allow students to send a message around circle * T to send another message around the circle both ways. T to give more able students separate aims (to change message to a something specific)   **Q: What happened the second time?**  **How does information get spread in real life?**  **Does information change depending on who is being told it/who is passing it on?**  Emphasise that when we share information with someone it becomes out of our control and could potentially be shared with others. | ***Must have an appropriate message to send around the circle and consider messages to give the more able.*** |
| 5 mins | Role-on-the-wall on white board.  Introduce students to the character of Charlie (15 years old)  Recently made some new friends in school, not as friendly with old friendship group. Sees a few of his/her close friends outside of school.  Private info being shared. Sharing with some friends that you sent a valentines card to someone in an older year. Declaration of love ignored.  **Q: How might Charlie have shared this information publicly?**  *Possible responses: Online, has told people when other people could hear so it has become public knowledge* |  |
| 15 mins | TIR (Chinese whispers developed into role play)  Set up room, so that it is like a playground/outside area.  Students to consider a character they might play and position themselves in the space as if in the playground. ***Some students to be cast as Charlie's close frie***nds.  ***Bring to life for 30 seconds. Students to improvise dialogue/movement.***  Explain that they will now have to bring it to life for longer. T to join in as teenager and should start to spread information (info that Charlie made public). Encourage students to spread info ***(students can move in space and speak freely)***  Re-play TIR if appropriate to try and develop students’ natural reactions.  More able to play Charlie.  Charlie to enter. Allow class to react spontaneously.  Stop class and **Q: What would realistically happen if the person who you were talking about entered? What are the possibilities?**  Re-play TIR from Charlie's entrance. |  |
| 5 mins | **Q: Why has Charlie shared this information in the first place? What has motivated the character to do this?** |  |
| 15 mins | In groups of 4  Students to devise a scene where we see what happens next. Emphasise the importance of a positive outcome. Their ideas need to improve the situation. *Consider role of the friends as well as any other characters who might help.*  **Stop students after 10 minutes**  Discuss in front of board (emphasis on sharing of ideas, not performance) **Q: What action did you decide could be taken? How do you think the situation could be improved? What does Charlie need to do now?** |  |

**Lesson 3**

What makes a good relationship?

**Learning objective**: To understand the qualities needed for a good relationship.

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| Time | Activity | Resources |
| 3 mins | List on the w/board the different types of relationships people have:   * Family relationships * Friendships (could break down further, best friend, acquaintances etc.) * Boyfriend/girlfriend, partner, husband/wife * Boss   ***Students to understand that we will have different relationships with different people and we may feel closer to people in some relationships than others.*** |  |
| 10 mins | **Diamond 9 activity in small groups (will need pen)**  Students to rank qualities they would look for in a positive relationship.  8 qualities must be placed. ***Students to come up with their own for 9th.***  **Discuss top 3 qualities around the room. Are there similarities?**  *Emphasise that there is no right way of arranging them and certain qualities will be very important to some and not so important to others.* | Diamond 9 sheets |
| 5 mins | In pairs. Students to decide on the type of relationship they will explore (refer to list on w/board)  Students to improvise a scene where we see positive qualities in the relationship (get pairs to decide on 2 qualities they want to show).  **Lower ability pairs will need to be given a context** |  |
| 5 mins | Stop students and ask them to come up with some negative qualities in a relationship. **Q: What are the things that make relationships difficult or can make you feel unhappy?**  Take some responses/brainstorm. |  |
| 5 mins | **Development of improvisation**  Students need to develop their scene so that at least ONE negative quality is seen.  Emphasise that the positive qualities should still be in the scene but they now have to include at least one negative.   * Pair to decide who shows the negative qualities * Students to decide the balance of the scene e.g. how negative or how positive the relationship is in terms of the qualities shown   ***Challenge: More able should aim to show negative qualities in a subtle way*** |  |
| 15 mins | Share a selection of scenes  Students to evaluate the kind of relationship being shown   * What positive qualities did we see? * What were the negative qualities and how did they impact on the relationship/the other person? * From what we saw do you think this is a healthy relationship? Why/why not? |  |
| 5 mins | Return to w/board. Ask students to consider whether they have ever shown any of the negative qualities discussed/seen in the drama. ***Majority of students are likely to admit to having shown some of the negative qualities.***  Emphasise to class that we all have moments where we will display more negative qualities depending on how we feel/what is going on in our lives. However, a positive relationship should be one where the relationship is balanced and positive qualities should outweigh negatives.  ***If time: Get class/individuals to come up with a definition of a healthy relationship. Could be starter/re-cap for next week.*** |  |

**Lesson 4**

Control in relationships

Learning objective: To understand what a controlling friendship might look like and why people might behave in a controlling way. ***Can you come up with some positive action that might be taken against controlling behaviour?***

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| Time | Activity | Resources |
| 10 mins | Re-cap definition of a healthy relationship.  Refer back to positive/negative qualities explored last lesson.  Ask students to discuss what it means if you are controlled by someone/in a controlling relationship.  ***Encourage students to think back to the qualities identified previously and how they are effected by someone controlling someone else.*** |  |
| 10 mins | Improvisation  2 friends at a cafe/in canteen.  One of them tells the other what they **should eat and shouldn't eat.** Cast it and students to improvise scene spontaneously.  Stop after a minute and now get them to replay scene but this time friend is to tell them what they can and can't eat. LANGUAGE CHANGE.  See a selection, both ways. Q: How has the scene changed? Has the tone changed?  ***Freeze performance and shoulder tap. Ask character why are you behaving in this way?***  **Q: Is this controlling behaviour? Could it be interpreted any other way?** |  |
| 5 mins | Improvisation  2 friends. One of them tells the other friend they can't go out at the weekend with other friends and that they need to cancel plans and see them instead.  Students to explore idea through drama but not to be performed.  **Q: How is this behaviour controlling? How might the friend justify their behaviour?** |  |
| 15 mins | Students to develop one of the improvisation ideas to communicate what positive action could occur next time the two friends meet.  Q: What can be done to next time to ensure a different outcome? How can the friend stop the controlling behaviour without shouting? ***Refer to idea of assertive rather than aggressive behaviour.*** |  |
| 10 mins | We have looked at how controlling behaviour might be seen in friendships.  **Q: Are there any other relationships where one person might control the other? Can you think of examples?**  **Q: Why do people control others?** *Students to consider what causes someone to act that way.*  *Refer back to the idea of a positive relationship and that freedom of choice, being able to express your opinions/ideas are vital.* |  |

**HW**

Agony aunt/problem page advice