

*The
Ellen Wilkinson School
For Girls*

A Specialist College for Science and Mathematics

SEX AND RELATIONSHIP EDUCATION POLICY

INTRODUCTION

'Within our school there is an atmosphere which ensures that each person's worth and dignity is recognized. The girls will leave confident, self aware and ready to take their place in society' (from 'The Vision').

The Ellen Wilkinson School for Girls is a single sex school for girls aged 11 – 18 years. It is a comprehensive school with girls of all abilities from a wide range of ethnic, social, cultural and religious backgrounds.

It is within this whole school philosophy and background that the school Sex and Relationship Education (SRE) policy has been developed.

RATIONALE

Sex and Relationship Education is 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.**
- **It does not encourage early sexual experimentation.**

It enables young people to respect themselves and others, to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual orientation.

The teaching of Sex and Relationship Education is **statutory** and the new inspection framework requires OFSTED to evaluate and report on the spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the schools' policy. They will take into account the recommendations of the Teenage Pregnancy report and the new Personal, Social and Health Education (PSHE) and Citizenship framework. It is recommended that Sex and Relationship Education be firmly embedded within this new framework and not delivered in isolation. Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives. The main objective is to help and support young people through their physical, emotional and moral development. As part of the Ealing Healthy Schools Initiative we need to ensure that effective delivery is embedded in the success criteria of the National Healthy School Standard.

TEACHING PROGRAMME

The school aims to teach Sex and Relationship Education in a sensitive manner, which will reflect the cultural, religious and social mix of the school, and in consultation with pupils, parents and staff. The school has a duty to ensure that the policy is inclusive of all pupils, and that young people with Special Educational Needs and learning difficulties are properly included in Sex and Relationship Education. In addition, young people, whatever their developing sexuality, need to feel that Sex and Relationship

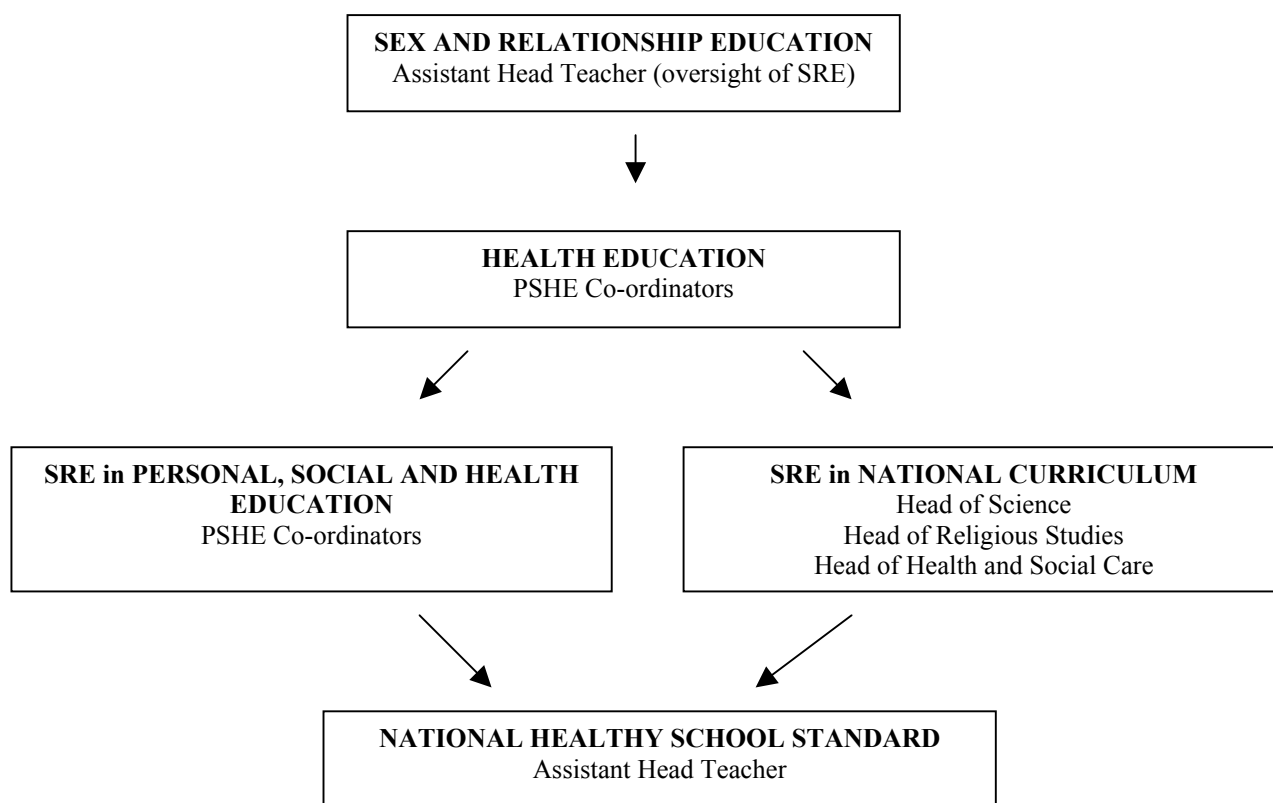
Education is relevant to them and sensitive to their needs. Teachers should be able to answer appropriate questions sensitively and honestly and offer support, but there will be no direct promotion of sexual orientation. Homophobic bullying will not be tolerated.

Teaching materials will be in accordance with the Personal, Social and Health Education framework and the law. Explicit and inappropriate images and language will not be used.

Sex and Relationship Education has 3 main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

ORGANISATION AND MANAGEMENT OF SEX AND RELATIONSHIP EDUCATION



DELIVERY OF SEX AND RELATIONSHIP EDUCATION

Sex and Relationship Education will be delivered mainly within the Personal, Social and Health Education programme by the form tutors who know the young person, her family and their religious and cultural background. The biological aspects will be delivered in Science as part of the National Curriculum and in Post 16 courses such as Biology and Health and Social Care. The programmes of study will complement each other so that pupils are taught in a balanced and objective way. The Personal, Social and Health Education programme will be delivered in an informative, yet sensitive manner. Resources will be carefully selected to reflect the growing maturity of the pupils. There will be progression in the programme – starting with Year 7 to Post 16.

We aim to approach the teaching of Sex and Relationship Education with confidence. All lessons will be carefully pre-planned, materials reviewed and monitored. Teachers and all those contributing to the

programme are expected to work within the policy guidelines and that their personal beliefs and attitudes will not influence their teaching of Sex and Relationship Education. Support and training will be offered to teachers to allow them to deliver the programme sensitively and effectively.

We acknowledge the fact that most young people want to receive their initial Sex and Relationship Education from their parents and families, with school and other adults building on this later. The school will therefore endeavour to offer support to parents and have appropriate professionals to help them to talk to their children about these very important and sensitive issues.

We will also work in partnership with members of the wider community including health professionals, social workers, youth workers and visitors when planning and delivering Sex and Relationship Education. Such people have much to offer, bringing a new perspective and offering specialised knowledge, experience and resources. However, they must be familiar with, and supportive of, our school's policy.

The programme, teaching and resources will be monitored and evaluated annually by the form tutors, relevant PSHE Co-ordinators and Assistant Head Teacher (oversight PSHE). Pupils also have the opportunity to review and self assess these topics with their form tutors who can feed back at relevant meetings.

SEX AND RELATIONSHIP PROGRAMME

Key Stage 3

Science: Male and female reproductive organs; conception; fertilization; development of the embryo/foetus; birth, growth and development; menstruation and emotional and physical changes during puberty.

PSHE: Personal hygiene, menstruation and changes during puberty; values and moral issues; relationships including the value of family life, marriage and stable, loving relationships for nurturing children; respect, love and care; decision making based on knowledge; development of personal and social skills to manage emotions, self respect, empathy, choices and conflict; conception, pregnancy and birth; Sexually transmitted diseases; contraception; advice and support services.

Religious Studies: Rites of Passage; Courtship and Marriage; Ceremonies of Commitment.

Key Stage 4

Elements of KS3 are explored further at KS4.

Science: Sexual reproduction and gamete formation; fertilization; sexual hormonal control of menstrual cycle and fertility treatment.

PSHE: Values and moral issues e.g. fertility treatment, abortions; relationships especially marriage; parenting, contraception; Sexually transmitted diseases; advice and support services; developing personal and social skills.

Health and Social Care: Risks to health and well-being e.g. unprotected sex; effects of relationships on personal development e.g. intimate relationships; self concept e.g. sexual orientation.

Post 16

Health and Social Care GNVQ and AVCE

Biology AS/A Level

PSHE – Well woman health issues

STAFF TRAINING

The staff training needs of those involved in the organization, management and delivery of the programme will be reviewed regularly in consultation with the staff concerned. Training will be delivered either by staff within the school or by external trainers.

CONFIDENTIALITY

An effective Sex and Relationship Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue if a member of the school's staff (teaching or non-teaching) suspects that a pupil is a victim of abuse or they have reason to believe that she is at risk of abuse, they should report their concerns to the member of staff responsible for Child Protection.

Teachers must ensure that pupils know that they cannot offer unconditional confidentiality and that pupils are reassured, that if confidentiality has been broken, that they will be informed first and then supported as appropriate. Pupils should be encouraged to talk to their parents, guardians and carers and that their best interests will be maintained. Pupils can be informed of sources of confidential help e.g. school nurse, counsellor, GP or local young person's advice service. Ground rules must be set by teachers and others within the classroom situation to ensure confidentiality.

CONTRACEPTION

Particular care will be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. Teachers may give information about contraception without parental consent, but not personal advice to individual girls under 16 years, the legal age of consent. The general rule will be that giving an individual pupil advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities – teachers are not health professionals.

Accordingly a teacher approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour will wherever possible, encourage the pupil to seek advice from her parents and, if appropriate, from the relevant health service professional. Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place her at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances, the teacher should inform the member of staff responsible for Child Protection. If appropriate, arrangements should then be made for the pupil to be counselled.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies. They must protect privacy in a classroom setting negotiating ground rules and using distancing techniques.

Outside the teaching situation, school nurses can give one to one advice and information to a pupil on health related matters including contraception and use their professional judgement to decide whether a young person is mature enough to consent to medical treatment including contraceptive treatment.

OTHER SPECIFIC ISSUES

Teachers have the responsibility to ensure the safety and welfare of their pupils. Sexual relationships involving children under 16 are a criminal offence. A sexual relationship between a teacher and any pupil under the age of 18 in the same school is a criminal offence and is in breach of their position of trust. This will result in disciplinary action, often dismissal, by the employer and may also lead to the teacher being barred from further employment in the education service by the Secretary of State.

PARENT INFORMATION

Parents have the right to withdraw their children from all or part of Sex and Relationship Education provided at school except for those parts included in the statutory National Curriculum. The school will make alternative arrangements in such cases and other Personal, Social and Health Education work will be set at these times.

Parents will receive a letter annually regarding their rights with information about the topics covered.

MONITORING AND REVIEW

The staff responsible for its co-ordination and delivery, and the governing body will review the Sex and Relationship Education policy and programme annually.

DISSEMINATION OF POLICY

A copy of the policy will be issued to all new parents, staff and Governors. Additional copies will be made available in the school office. A brief statement of policy will also be included in the school prospectus.

POLICY FORMULATION AND CONSULTATION

The Sex and Relationship Education policy was formulated in line with the DFEE Sex and Relationship Education Guidance (July 2000) and staff, parents and the governing body were consulted.

Date of Policy:	September 1994	Agreed by Governing Body:	June 1994
Policy Reviewed:	September 1997		
Policy Revised:	February 2004	Agreed by Governing Body:	2004