



SEX AND RELATIONSHIPS POLICY

Aim of Sex and Relationship Education

Upper Wharfedale School believes that sex and relationship education is integral in supporting our students to become successful lifelong learners, confident individuals as well as active and responsible citizens who have mutual respect for one another. The programme is taught within a range of appropriate subjects, and is designed to encourage young people to develop confidence within themselves, and respect for themselves as well as others. Furthermore, we aim to encourage personal responsibility in all forms of behaviour (including risk taking), as well as promoting positive self esteem.

Sex and relationship education contributes to promoting the spiritual, moral, social and cultural development of students by preparing them for the opportunities, responsibilities and experiences of adult life.

Sex and relationship education contributes to promoting the visions and values of the school, as well as British Values by:

- Enabling students to develop their self-knowledge, self esteem and self-confidence
- Enabling students to distinguish right from wrong
- Enabling students to acquire a broad general knowledge of public institutions and services in England
- Encouraging awareness and respect for others and their view
- Promoting understanding and empathy, to enable all pupils to treat others with fairness and respect
- Making students aware of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help
- Allowing opportunity for students to develop a regard for family life, friends and the wider community

Sex and Relationship Education in the curriculum

Sex and Relationship Education is taught through Science, ICT, Religious Education, and the PSHCEe curriculum; as well as through organised assemblies and deep learning days. The main topics covered are outlined below.

Science:

Fertilisation in human beings	(KS3)
Physical and emotional changes taking place in adolescence	(KS3)
The development of the foetus	(KS3)
Bacterial and viral effects on health	(KS3)
The body's defence mechanisms	(KS3 + 4)

The genetic determination of sex in humans (KS4)

ICT:

E-safety (KS3 + 4)

PSHCEe:

Year 7

Self esteem

Body image

Puberty

Personal hygiene

Year 8

Relationships (intimate, family, friendships)

Sexuality (including but not restricted to homosexuality and bisexuality)

Self esteem

Year 9

Biology of the reproductive organs

Benefits of delaying sex

How to manage any pressure to become involved in a sexual relationship

Circumstances leading to and consequences of unprotected sex

STI's

Contraception

Use of condoms

Sexting – and the law

Year 10 + 11

Child sexual exploitation

Pornography

Domestic violence

Religious Education:

Homosexuality (including the law + different religious attitudes) (KS4)

Contraception (including the law + different religious attitudes) (KS4)

Abortion (including the law + different religious attitudes) (KS4)

Outcomes of Sex and Relationship Education

Attitudes and Values

- Learning the value of marriage, family life and stable relationships
- Learning the value of respect, love, care and relationships that are healthy, equal and safe
- Exploring, considering and understanding moral dilemmas
- Challenging stereotypes and gendered expectations for both boys and girls
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively

- Developing self-respect and empathy for others
- Equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- Learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- Learning how to recognise pressure and ways of dealing with it
- Understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- Able to take responsibility and have respect for their bodies, wellbeing and sexual health
- Develop the knowledge and skills to be able to seek appropriate help

Knowledge and Understanding

- Learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- Learn that their body belongs to them and they can say who has access to it
- Consider the impact of the media on body image and portrayal of all genders
- Understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- The avoidance of unplanned pregnancy
- Learn about the law and sexual consent

Teaching approaches

A variety of teaching approaches are used throughout the sex and relationship education curriculum.

Student groupings

Students are usually taught in mixed ability and mixed gender groups, however sometimes classes may be taught as single gender groups.

Withdrawal

Under section 405 of the Education Act 1996, parents have the right to withdraw their child from all, or part, of sex and relationship education, which is not part of the National Curriculum. Parents wishing to exercise that right are asked to contact the PSHCEe co-ordinator or Headteacher to discuss the issues, although they are under no obligation to do so. The school notifies parents in writing via email/letter when topics of sex and relationship education are taught, that fall outside the National Curriculum.

SEN

Children with special educational needs should have access to the full sex and relationship programme of study. It is recognised that modifications to the programme may be required for some students, depending on their abilities to understand, communicate, and record information. This is differentiation which is typically applied to content in any subject, when the needs of these students are taken into account and prepared for.