

South Dartmoor Sex & Relationships Education



This policy builds on existing practice, and forms part of the overall PSHE Policy for the College, that also includes policies for Drugs Education, Citizenship and PSHE Education. This document should also be read in conjunction with policy on Child Protection issues, including proper practice in the event of a pupil making a disclosure that they might be at risk. The policy also takes due note of the OFSTED report on Sex and Relationships Education issued in 2002 in regards to the objectives of sex education in secondary schools;

By the end of Key Stage 3, pupils will be able to

'be tolerant of the diversity of personal, social and sexual preference in relationships and will have considered the importance of respecting difference in relation to gender and sexuality and the unacceptability of prejudice and homophobic bullying.'

By the end of Key Stage 4 pupils will have considered

'their developing sexual identity and feel confident and comfortable with it'.

Sex and Relationship Education is defined as "lifelong learning about physical, moral and development. It deals with stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health." (DfES guidance, 2000).

As such it contains three main elements:

- 1) Attitudes and values, including resolving moral dilemmas, the importance of respect in relations, and developing critical decision-making skills
- 2) Personal and social skills, including managing emotions, making healthy choices and managing conflict
- 3) Knowledge and understanding, including human sexuality, sexual health, contraception, the avoidance of unplanned pregnancy and sexually transmitted infections

Sex and Relationship Education at the South Dartmoor Community College seeks:

- To help our students to make responsible and well informed decisions about their lives, and to learn how to accept responsibility for their own lives.
- To help and support our students through their physical, emotional and moral development.
- As part of our PSHE provision, to help students to develop the skills and understanding needed to lead confident, healthy and independent lives.
- To examine the nature and importance of marriage and family life, in bringing up children, while also giving due weight to strong and mutually supportive relationships outside marriage.
- To help students to learn to understand human sexuality, learn the reasons for delaying sexual activity, the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

- To help students to gain the skills and knowledge to protect themselves and their partner from unintended conceptions and sexually transmitted infections including HIV / AIDS

Our key objectives are to:

- Create a learning environment in which pupils feel able to discuss issues of a sexual nature in an open and supportive way
- Create a learning environment in which there is clear understanding of ground rules, including issues such as confidentiality.
- Enable pupils to understand and respond to the factors that may influence decisions about sexual activity, including the media, and peer group.
- Understand and consider the wider social and legal framework, including family and society's attitudes and the law on sexual activity.
- Ensure that the effectiveness of the programme is regularly assessed, through evaluative marking of pupils' work, through formative assessment through Records of Achievement, and through confidential questionnaires.

Unlike most other elements of the curriculum, the law provides for the right of parents and carers to withdraw their children from some or all of the Sex and Relationship Education provided, except where it forms part of the taught Science curriculum. It remains the practice that parents wishing to exercise this right should put this request in writing to the Principal. This right is explained as required by law in the College Prospectus. This right has been extremely rarely, if ever, exercised at the College. We aim to ensure that this situation continues. Staff have always believed that the work being done in this area has the support of parents and the community, and works in partnership with parents. If parents have any questions or concerns about the provision of SRE, we encourage them to raise these immediately with relevant staff.

The policy is intended to reflect the views of governors, parents, staff and students. To that end, regular opportunities are taken to involve parents in developing the policies of the College, through the Parents Forum and through parents' information evenings. Students are consulted regularly. The College continues to develop mechanisms to ensure better co-ordination of provision for PSHE from Year 6 to 7 in all areas, including Sex and Relationships Education. The College is working with School Health professionals towards this end.

The College works closely with the School Nurse and Police to ensure that individual pupils' needs are addressed and met. All Sex and Relationship Education sessions in Year 10 and 11 address the need to make pupils aware of where they can go for additional support and confidential advice. Governors having given consent for the provision, by the College Nurse and on the College site, of Emergency Contraception in certain circumstances, this provision is explained and discussed in Key Stage 4 and 5 SRE sessions.

It is intended that this written policy continue to be reviewed annually by the appropriate committee of the Governors, as well as being kept under annual review by the PSHE coordinator and interested staff. Teaching programmes have undergone considerable recent change, and will continue to do so, taking account of expert advice and published guidance from the DFE and others.

The Programme of study - Sex and Relationship Education takes place in a range of contexts.

The main ones are:

- The Science curriculum at KS3/4 – Reproduction in year 7 and menstruation in year 10
- The Tutorial programme in the Sixth Form

- The tutorial programme in lower school – healthy relationships, risky behavior, health and well-being and drugs and alcohol. Please see below the tutorial calendar.

- The Religious Studies curriculum at Key Stage 4 – students in year 10 will cover the following key topics;

1. Contraception:

We explore the various methods of contraception and look at the different denominational responses to natural and artificial forms contraception.

2. Abortion:

Students study the topic of abortion, the 1967 reform to legislation and the implications its legalisation had on women and society. Students look at how the procedures escalate and the direct correlation with more intrusive procedures and the latter stages of pregnancy. Students become familiar with key points in the pregnancy such as conception, the Roman Catholic notion of ensoulment and finally viability as points which may render an abortion morally permissible.

3. Relationships:

Students study religious attitudes to homosexuality and their practices regarding marriage rights in a church, the ordination process for homosexuality clergy and how it widely varies across denominations. Students will explore what the Bible teaches about this issue and how passages seem to contradict one another.

Students study different family set ups, including nuclear, extended and single parent families. Students will become familiar with religious attitudes to these family set ups and the impact these attitudes have on society/ human behaviour.

Students will be aware of the law regarding bigamy, polygamy and adultery. They should be able to explain the nature of these relationships and be able to identify which are unlawful, legal and or sinful.

At all times the staff will work in partnership with health professionals, especially the School Nurse.

At all stages, the programme will seek to:

- Address the needs of boys and girls equally
- Address the needs of all pupils, including those with special needs
- Build self-esteem
- Develop an awareness of accepting the responsibilities that go with actions
- Provide students with necessary information and further sources of help and advice
- Ensure that students are aware of the legal, moral and social issues affecting sexual activity
- Address values and attitudes, personal and social skills, as well as subject knowledge

The Policy will be reviewed annually;

- Date of approval July 2017
- Review date: July 2018

w/c	Tutorial Focus Area YEARS 7-10	YEAR 11
1 4th Sept	Tutor group routines – what do we need to have to make our tutor family successful within house Getting to know you activities Ready learn expectations – students to agree tutor group expectations Family Genealogy	Tutor group routines – what do we need to have to make our tutor family successful within house Getting to know you activities Ready learn expectations Family Genealogy
2 11th Sept	Managing risk 1 The dangers of social media Social media – safety awareness – reporting and protection The law regarding youth produced sexual imaginary College mobile phone policy	Managing risk 1 The dangers of social media Social media – safety awareness – reporting and protection The law regarding youth produced sexual imaginary
3 18th Sept	Managing risk 2 The dangers of alcohol and substances – case study How do I manage the situation I am going to face? What are the different risks facing different year groups and gender? What are new psychoactive substances?	Managing risk 2 The dangers of alcohol and substances – case study How do I manage the situation I am going to face? What are the different risks facing different year groups and gender? What are new psychoactive substances?
4 25th Sept	Progress & Well-being week College expectations - Attendance targets – Knowing my attendance Tutor group activity – team building/working as a group	Progress & Well-being week College expectations - Attendance targets – Knowing my attendance CV & PS

5 2 nd Oct	Body image, Self-esteem and gender awareness	Pornography – Lead and supported by BUR
6 9 th Oct	Progress & Well-being week Attendance targets Tutor group activity – team building	Progress & Well-being week Attendance targets CV & PS
7 16 th Oct	Healthy lifestyles 1 Understanding mental health What support is available?	Healthy lifestyles 1 Understanding mental health What support is available? Coping strategies for exam stress How do I cope?
Half Term WB 23rd October – 6th November		
8 6 th Nov	Progress & Well-being week Review my attendance Tutor group activity – team building	Progress & Well-being week Review my attendance CV & PS
9 13 th Nov	Anti-bullying week The effects of Bullying The types of bullying The use of the Internet	Anti-bullying week The effects of Bullying The types of bullying The use of the Internet
10 20 th Nov	Progress & Well-being week Attendance targets Tutor group activity – team building	Progress & Well-being week Attendance targets CV & PS
11	Celebrating Differences & Similarities How do we challenge prejudice & Discrimination – What are British values?	Revision Revision techniques and strategies Revision timetables

27 th Nov	Homophobic and racist language, and language that is derogatory about disabled people –specifically verbal comments in <u>our</u> College Race, Religion, ability, disability, gender and SEN, age and sexual orientation	Input from English, Maths and Science
12 4 th Dec	Progress & Well-being week Attendance targets Tutor group activity – team building	Progress & Well-being week Attendance targets CV & PS
13 11 th Dec	What is meant by CSE? What is Sexual exploitation? What is the law state in regards to sending explicit images?	What is meant by CSE? What is Sexual exploitation? What is the law state in regards to sending explicit images?
14 18 th Dec	Progress & Well-being week	Progress & Well-being week
End of Term Christmas Holidays		
15 3 rd Jan	Progress & Well-being week Review my attendance Tutor group activity – team building	Progress & Well-being week Review my attendance CV & PS
16 8 th Jan	Women's week - Lead and supported by BUR Gender roles in society	How do I learn? Learning styles & Memory
17	Progress & Well-being week	Progress & Well-being week

15 th Jan	Attendance targets Tutor group activity – team building	Attendance targets CV & PS
18 22 nd Jan	Internet Safety – What is meant by extremism? What are the warning signs? What is radicalisation? Case studies	Internet Safety – What is meant by extremism? What are the warning signs? What is radicalisation? Case studies
19 29 th Jan	Progress & Well-being week Attendance targets Tutor group activity – team building	Progress & Well-being week Attendance targets CV & PS
20 5 th Feb	First Aid Basic first aid What do in an emergency	Dealing with Pressure & Stress Relaxation techniques The impact of sleep Different pressures faced within college, home, friendship groups and the community and exams
Half Term WB 12th February – 16th February		
21 19 th Feb	Progress & Well-being week Review my attendance Tutor group activity – team building	Progress & Well-being week Review my attendance CV & PS
22 26 th Feb	Careers week Careers fair	Careers week Personal budgeting: wages, tax and investment Careers fair
23	Progress & Well-being week	Progress & Well-being week

5 th March	Attendance targets Tutor group activity – team building	Attendance targets CV & PS
24 12 th March	How we contribute to groups, teams and communities What are the skills we need and can we practice these? Why is it important to contribute even if I find it difficult? Getting stuck	Psychology Why do we forget Mindset – Carol Dweck
25 19 th March	Progress & Well-being week Attendance targets Tutor group activity – team building	Progress & Well-being week Attendance targets CV & PS
26 26 th March	Employability – Careers 2 Team work, leadership and developing resilience	Employability – Careers 2 Team work, leadership and developing resilience Planning and Writing letters of application Interview techniques
End of Term WB 2nd April – 13th April		
27 16 th April	Progress & Well-being week Attendance targets Tutor group activity – team building	Progress & Well-being week Attendance targets CV & PS
28 23 rd April	Consent and coercion Sexual relationships Age of consent Contraception – school nurse input What is a healthy relationship?	Consent and coercion Sexual relationships Age of consent Contraception – school nurse input What is a healthy relationship?

29 30 th April	<p>Progress & Well-being week</p> <p>Attendance targets</p> <p>Tutor group activity – team building</p>	<p>Exam preparation</p> <p>Memory and to memorize effectively</p>
30 7 th May	<p>What are British values?</p> <p>Ten core values</p> <p>How to be a good citizen</p>	<p>Exam preparation</p> <p>Revision techniques</p> <p>Reviewing revising timetable</p>
31 14 th May	<p>Progress & Well-being week</p> <p>Attendance targets</p> <p>Tutor group activity – team building</p>	<p>Dealing with Pressure & Stress</p> <p>Relaxation techniques</p>
32 21 st May	<p>Healthy lifestyles 2</p> <p>What 'being healthy' can mean</p> <p>Healthy routines</p> <p>Diet</p>	<p>Complete CV and personal statement</p> <p>ROA completed</p>
<p>Half term</p> <p>WB 28TH May – 1st June</p> <p>YEAR 11 STUDY LEAVE</p>		
33 4 th June	<p>Progress & Well-being week</p> <p>Review attendance targets</p> <p>Tutor group activity – team building</p>	<p>Study leave</p>
34 6 th June	<p>Healthy lifestyles 3</p> <p>Cult of celebrity</p> <p>Body image</p> <p>Media and young people</p>	<p>Study leave</p>

35 11 th June	<p>Progress & Well-being week</p> <p>Review attendance targets</p> <p>Tutor group activity – team building</p>	Study leave
36 18 th June	<p>Managing risk 3</p> <p>Keeping safe over the summer holidays</p> <p>What are the risks?</p> <p>Water safety</p>	Study leave
37 25 th June	<p>Progress & Well-being week</p> <p>Review attendance targets</p> <p>Tutor group activity – team building</p>	Study leave
38 2 nd July	<p>Progress & Well-being week</p> <p>Review attendance targets</p> <p>Tutor group activity – team building</p>	Study leave
39 9 th July	<p>Transition week</p> <p>Welcome new year 6 students</p> <p>Introduction to tutor group</p> <p>Getting to know you</p>	Study leave
40 16 th July	Enrichment Week	