

**Belmont School  
Sex and Relationship  
Education Policy**



**Authorised:** .....  
(Headteacher)

**Authorised:** .....  
(Chair of Governors)

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**Date for review:**     **Spring Term 2018/19**

## **INTRODUCTION**

Within Belmont School the teaching of Sex and Relationship Education (SRE) is treated as an aspect of the Personal and Social Development Curriculum, and has regard of recent relevant legislation and guidelines. The scheme of work complies with guidance on Personal Social Health & Economic (PSHE) education published 11/09/2013 and also follows guidance from in the Gloucestershire Healthy Living and Learning PINK curriculum 2015.

At Belmont School we believe that children are entitled to a broad and balanced curriculum incorporating sex and relationship education.

Personal and Social development is considered a core subject across each key stage. Sex and Relationship Education is not considered an isolated subject, but an integral part of this curriculum core subject.

## **PURPOSE**

In order to nurture a healthy, positive attitude to Sex and Relationship Education we aim to:

- develop an understanding of the value of respect, love and care
- explore, consider and develop an understanding of moral dilemmas
- develop an understanding of values, individual conscience and moral considerations
- develop critical thinking as part of decision making
- promote an understanding of the value of family life, marriage and stable relationships for the nurture of children
- promote self respect and empathy for others
- develop an awareness of the need to manage emotions and relationships confidently and sensitively
- promote choice making based on an understanding of difference and with an absence of prejudice including gender discrimination .
- develop an appreciation of the consequences of choices made
- develop an understanding of how to recognise and avoid exploitation and abuse
- develop an understanding of the human body and the physical and emotional challenges of growing up
- provide and use the correct terminology when discussing body parts and sexual behaviour
- develop an understanding of human sexuality, reproduction, sexual health, emotions and relationships
- promote a knowledge of contraception and the range of local and national sexual health advice, contraception and support services
- develop an understanding of the reasons for delaying sexual activity and the benefits to be gained from such delay
- gender discrimination

## **PROCEDURES**

Sex education may be taught:

- as topics
- through planned aspects of Science
- through pastoral time
- as part of an Assembly timetable
- through occasional visits from the school nurse, or other outside agencies .
- through the use of story time

The school is committed to working with parents. Under the Sex Education Act 1993 students can be withdrawn by their parents, from all or part of any Sex Education provided, apart from the compulsory elements of sex education contained in the Science National Curriculum.

The school has a Child Protection (Safeguarding) Policy, which staff should make themselves aware of.

## **RESOURCES**

In delivering the Sex and Relationship component of the PSHE curriculum, the school currently gains from the input of a nurse who is available to assist in planning and delivering specific aspects of the Health Education programme. The school also makes use of the Healthy Schools Partnership which loans equipment and resources for health education.

Age appropriate resources are available to support the delivery of the scheme.

## **PROFESSIONAL DEVELOPMENT**

Professional development opportunities will be sought to support teachers delivering Sex Education. The PSHE Co-ordinator will be responsible for keeping staff aware of relevant professional courses, publications and new resources.

## **SPECIFIC ISSUES STATEMENTS**

*Confidentiality:* This cannot be guaranteed where breaches of the law may be suspected but the school will provide support for those students who are experiencing difficulties.

*Child sexual abuse procedures:* Staff should refer to the school's Child Protection Officer who follows LEA and social services guidelines under the terms of the Children Act.

*Child withdrawal procedures:* A parent has the right to withdraw their child from sex education and should notify the school. The parent does not have to give a reason.

*Contraceptive advice:* Students seeking 'advice' should be referred to the school nurse or other relevant health professionals for appropriate advice. Information on contraception is included in the Upper School programme.

*Sexual harassment:* The school will deal firmly with incidents of sexual harassment or bullying. [See school's behaviour policy]

*Complaints procedure:* All complaints will be addressed as detailed in the school's complaint policy.

*Health professionals and visiting speakers:* Recognised health professionals will liaise with the relevant members of staff prior to any contributions to sessions. The school will ensure that the nature and scope of a visitor's involvement is clearly defined and understood.

Visitors should be from a known agency, well informed and made aware of the school. Arrangements for staff to be present where visitors are involved should be mutually agreed. Sessions should be monitored and evaluated and details of the content and resources needed agreed prior to the visit.

*HIV:* Procedures for supporting any member of the school community infected by or affected by HIV should be in line with the Department of Health guidelines for schools and mindful of an individual's right to confidentiality.

## **WORKING WITH PARENTS**

Parents should be involved in the sex education programme through a process of consultation by:

- Distribution of draft policy for comments
- Discussion at Review meetings
- Policy documents are available on request

The governing body has full confidence in the staff of the school and believes that the best interests of the students and their parents will be served by the sensitive consideration of all matters relating to human sexuality. Parents should feel free to make contact with school on any issues of concern to them or their son/daughter.

## **MONITORING AND EVALUATION**

The effectiveness of this programme will be kept under review and the policy itself will be monitored and updated in line with any changes and formally reviewed as a minimum every three years.