



SEX AND RELATIONSHIPS POLICY

1. Context

This policy was developed in response to Sex & Relationship Education Guidance (DfES 2000), the National Teenage Pregnancy Strategy, and National Healthy Schools Programme.

The friends that pupils make at Malvern will always be an important part of each individual's well-being and happiness. Some friendships may develop into closer personal relationships. As sexual intimacy at this stage has the potential to lead to pressure or even exploitation of others, and because there are also potential legal implications resulting from sexual intimacy with/between persons under 18 years old, school is not a place for sexual intimacy. Severe sanctions, including permanent exclusion, can result from failure to heed this rule. In particular, please note that oral or penetrative sexual activity will result in permanent exclusion. Personal displays of affection are not appropriate during the school day. It is important that pupils avoid doing anything that will cause embarrassment to others, such as kissing in public. As in all aspects of life, pupils must be aware of, and respect, the feelings of others.

The Malvern College curriculum includes SRE (Sex and Relationships Education)

2. Definition of Sex and Relationship Education (SRE)

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It also concerns teaching about sex, sexuality and sexual health.

At Malvern, we believe that SRE should:

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and pupils.
- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Support each individual as they grow and learn.
- Be set within the wider school context to support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept which includes a variety of types of structure, and acceptance of different approaches.
- Encourage pupils and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation. The important values are love, respect and caring for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma, embarrassment or bullying.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals and other support agencies.

SRE is not about the promotion of sexual orientation or sexual activity – that would be inappropriate teaching.

3. The main elements of SRE education at Malvern

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value of family life, stable and loving relationships, and marriage.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- 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.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict. Knowledge and Understanding
- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and 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 delay.
- The avoidance of unplanned pregnancy.

4. Aims of Sex and Relationships Education

The primary aim of SRE at Malvern is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our SRE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide decisions, judgements and behaviour.
- Understand the consequences of actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop an awareness of their sexuality and an understanding of human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delayed sexual activity.
- Understand the reasons for having protected sex.

- Have sufficient information and skills to protect themselves from unintended/unwanted conception and from sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

5. Organisation and Content of SRE Education

- The school delivers SRE through its LIFE SKILLS Programme, Religious Studies and Science lessons at KS3 (FY), and KS4 (Remove).

The focus of the LIFE SKILLS curriculum is more on the emotional aspects of development and relationships, although the physical aspects of reproduction are also included. Sessions are led by the Nurse Manager. Lessons are conducted as in a classroom situation and the nurse is bound by College policies.

Sex and Relationship Education is supported by the College's wider curriculum for LIFE SKILLS. This enables pupils to receive their sex education in the wider context of relationships and helps prepare them for the opportunities, relationships and experiences of adult life.

The Science National Curriculum is more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The RS curriculum focuses on moral and ethical considerations.

- Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lessons. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the lesson. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.
- Assessment is carried out within every module and involves teacher, pupil self and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Reflection is crucial for learning as it encourages pupils to consolidate what they have learnt and to form new understanding, skills and attitudes.

6. Inclusion

- We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns. In the first instance these will be dealt with by the Lower School LIFE SKILLS Co-ordinator, Mrs S Godsland.
- We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that SRE is relevant to them.

7. The Right to Withdraw Pupils from Sex and Relationship Education

Some parents prefer to take responsibility for sex education. They have the right to withdraw their children from all or part of SRE programme except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Should a parent decide to exercise their right to withdraw their children from SRE, we encourage them to discuss their decision with the Headmaster at the earliest opportunity. Parents should communicate their decision to withdraw their children from SRE lessons in writing to the Headmaster.

8. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that the school will be expected to handle information without parental knowledge.

In the case where a teacher learns from an under 16 year old that they are having or contemplating sexual intimacy.

- The young person will be persuaded, wherever possible, to talk to their parents and, if necessary, seek medical advice.
- Child protection issues will be considered, and if necessary referred to the Designated Safeguarding Lead
- The young person will be counselled by the Medical Centre about sexual health and emotional maturity, and given pertinent information as deemed necessary.

9. Monitoring and Evaluation of SRE Education

- It is the responsibility of the LIFE SKILLS Co-ordinator to monitor and evaluate SRE provision annually as part of the review of LIFE SKILLS.

- It is the responsibility of the Heads of Department for Religious Studies and Biology to monitor and evaluate SRE provision annually as part of the review of teaching and learning of this aspect of the curriculum.
- The LIFE SKILLS Co-ordinator and Heads of Department must inform the Deputy Head: Pastoral of any changes or issues which have arisen in relation to SRE education.
- It is the responsibility of the Senior Deputy Head to lead the review of SRE policy with governors via the Council.

10. Support Group – there is a support and discussion group around LGBT/diversity issues, this is chaired by the School Chaplain.