



TORQUAY BOYS' GRAMMAR SCHOOL

Sex and Relationships Education Policy

Reviewed by Personnel Committee – July 2017

Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care.

Members of staff responsible: Deputy Heads of Teaching & Learning and Pastoral;
PSHE Coordinator
School Nurse Team.

1. DESCRIPTION OF POLICY FORMATION AND CONSULTATION PROCESS

- 1.1 A draft policy was prepared by the PSHE Coordinator, prior to consultation with:
- governors;
 - staff;
 - parents and pupils.
- 1.2 Consultation with governors from Curriculum and Personnel sub-committees, together with the Headteacher, Deputy Heads of Teaching & Learning and Pastoral, and other interested staff, parents and governors took place.
- 1.3 Consultation with parents is on-going, through Parents' Council and 'Awareness and Information Evenings' dealing with issues of healthy living.
- 1.4 Consultation with students has been through evaluation of existing provision via discussion and informal assessment

2. DISSEMINATION OF THE POLICY

- 2.1 Copies of the policy should be available at parents' meetings. Copies of the statement of policy with regard to sex and relationships education can be provided free of charge to any parent who asks for one.

3. AIMS & OBJECTIVES OF SCHOOL SEX AND RELATIONSHIPS EDUCATION

3.1 AIMS:

- to provide appropriate knowledge about the processes of reproduction and the nature of sexuality and relationships;
- to promote attitudes and behaviour which contribute to personal, family and community health.

3.2 OBJECTIVES:

- For students to have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
 - to encourage responsible behaviour in relation to sexuality, through the development of personal and interpersonal skills, having regard to moral and legal considerations;
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- to help students make informed choices, establish a healthy lifestyle and build up a system of values in preparation for adult life;
- to provide opportunities for involving governors, parents, families and the community so that what is learned in school can be supported at home and in the community.

3.3 The interests of the student will be paramount in all sex and relationships education.

4. MORAL AND VALUES FRAMEWORK

4.1 Where sex and relationships education is taught to pupils at the school it will be taught in such a manner as to encourage a due regard to moral considerations and the value of family life, tailored to the age and understanding of the pupils.

4.2 Teaching about the physical aspects of sexual behaviour will be set within a clear moral framework in which pupils are encouraged to consider the importance of self-restraint, dignity and respect for themselves and for others, and helped to recognise the physical, emotional and moral risks of casual sexual behaviour.

4.3 Pupils should be helped to appreciate the benefits of stable, committed partnerships and family life and the responsibilities of parenthood.

4.4 Pupils should be made aware of the laws relating to sexual behaviour.

5. CONTENT HEADINGS FOR SCHOOL SEX AND RELATIONSHIPS EDUCATION PROGRAMME

5.1 Relationships: pressures, safety and risks.

5.2 Partnerships, marriage and divorce.

5.3 Attitudes, values, beliefs and morality in connection with sensitive issues such as STI, HIV, AIDS.

5.4 Preventative health care.

5.5 Reproduction - male and female: physical, social and emotional aspects.

5.6 Contraception and responsibility.

5.7 The range of sexual attitudes and behavior including LGBTQ+

5.8 Legislation relating to sexual behaviour.

5.9 Stereotyping, harassment and effects on individuals.

5.1 Support agencies - statutory and voluntary.



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6. EQUAL OPPORTUNITIES

- 6.1 All students should be offered the opportunity of receiving a comprehensive, well-planned programme of sex and relationships education throughout their school careers: sexual responsibility is a joint responsibility for men and women. The parents of a student may, if they wish, withdraw that student from all or part of the sex education provided, but careful consultation with parents about the content and presentation of sex education may minimise the number of parents who will wish to exercise their right of withdrawal. Consideration will also have to be given to the needs of students from different cultural, religious or ethnic groups.

7. HEALTH AND SAFETY

- 7.1 As with all special needs, students who may have blood borne diseases such as HIV, will receive sensitive support and assurance of confidentiality.
- 7.2 Students should be aware of the need to wear gloves if they ever treat wounds.

8. ORGANISATION OF SCHOOL SEX AND RELATIONSHIPS EDUCATION

- 8.1 **Co-ordinator:** PSHE Coordinator supported by
SMT,
Pastoral Team including HoH and School Counsellor
School Nurse Team

- 8.2 **Teachers:** HoH
Philosophy & Applied Ethics Department
School Nurse Team

- 8.3 **Training provision:** INSET as required

- 8.4 **Methodology and approach:**

Teaching methods recommended are based on well-tried active learning principles such as group work. The teacher is perceived as a facilitator, the aim being to help students clarify what they know; establish reliable sources of information; explore attitudes and values; and develop skills which will allow them to understand pressures and influences in their lives.

- 8.5 Active involvement of students presumes a classroom climate conducive to trust and a feeling of being safe; it will be important for ground rules of behaviour to be established to enable discussion of sensitive issues to take place. Such rules may be decided by the teacher, but preferably by negotiation with the group.

- a The teaching approach will be to offer balanced and factual information and to acknowledge the major moral and ethical issues involved.
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There will be occasions when teachers and other professionals giving sex and relationships education have to exercise their discretion and judgement about how to deal with particularly explicit or controversial issues raised by an individual student. It is unlikely to be appropriate to deal with such issues with the whole class. Teachers should normally discuss the student's concerns first with the parents; it may then be appropriate to respond individually to the student's question outside the class.

- b In exceptional circumstances, where the teacher has reason to believe that a student may be distressed or in danger, it may be appropriate for the teacher to speak individually to the student, before consulting the parents, to clarify the basis for concerns. It would be wise for the teacher to be accompanied by another member of staff or health professional. The Designated Safeguarding Lead and Headteacher should be informed. Safeguarding procedures, as outlined in the safeguarding policy should be followed.
- c Issues relating to sex and relationships education may occasionally arise in different areas of the curriculum; provided that such discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily constitute part of a programme of sex and relationships education as here described. In such cases, teachers will draw upon their professional judgement and common sense, balancing the need to give proper attention to relevant issues with the need to respect the views of students and parents' views and sensitivities.

Curriculum entitlement:

- 8.6a As part of the compulsory National Curriculum in Science, there is a requirement for students at Key Stage 3 to be taught about human reproduction and the physical and emotional changes that take place during adolescence. Students may not be withdrawn from these lessons.
- b Other aspects of sex and relationships education are taught in Philosophy and Applied Ethics lessons and during Health days, as well as other curriculum areas.

Procedures for reviewing effectiveness of programme:

- 8.7a Informal evaluation will be constant, in order to keep progress under review and to identify opportunities for improvement.
- b Structured formal evaluation where appropriate may be used to support this process. At the end of each module of sex and relationships education, the students may be asked to complete an evaluation sheet, the purpose of which is:
 - to provide a means of assessing student learning in three domains: knowledge and understanding; attitudes, feelings and values; skills and interpersonal behaviour;
 - to encourage students to identify how they could have been better prepared;
 - to assess student interest and motivation;



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- to inform the development of teaching programmes and activities. Teachers may also wish to evaluate:

- management of activities and teaching processes;
- their degree of success in meeting desired objectives.

c Information gained from these processes should form the basis of discussion about current practice between school staff, including management, and other interested parties to help to assess the strengths and weaknesses of existing provision and to help to identify targets for future development that would further good practice.

8.8 Resources used and criteria for selection:

- a A wide range of up to date resources from Torbay NHS Care Trust resource centre and Torbay PSHE/SRE Team
- b Resources are selected in consultation with and on the recommendation of managers and other professionals. They are expected to be of high quality, appropriate to the needs and ages of the students of the school, and to conform to requirements as to the sensitivity of their approach and to the moral framework within which materials are set.

8.9 Procedures for the involvement of visitors and health professionals:

- a Any contributions by outside speakers should be carefully vetted to ensure consistency with the governors' overall policy, with statutory requirements and with good educational practice. Explicitness of content and presentation should be clarified, and arrangements for the presence and intervention of staff as appropriate.

9. SPECIFIC ISSUES STATEMENTS AND PROCEDURES

9.1 Contraceptive 'advice', information and referrals to under 16's, (individually and in the classroom):

- a The Fraser Guidelines are used to inform procedures for providing contraceptive advice, information and referrals to under 16's.
 - b Teaching on contraception in the classroom will form part of the structured sex and relationships education programme, following sessions on puberty and relationships, and stressing personal responsibility and the value of family life.
 - c Research suggests that it is vital to begin such education with young people before they become sexually active or put themselves at risk. It is also vital to correct misinformation.
 - d It is important to distinguish between the above, and counselling and advice to individual students on these issues, since sexual intercourse is unlawful for students under 16. The
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general rule must be that giving an individual student advice on such matters without parental knowledge or consent would be inappropriate.

- e A teacher approached by an individual for specific advice on contraception or other aspects of sexual behaviour should, wherever possible, encourage the student to seek advice from his or her parents and, if appropriate, from the relevant health service professional (e.g. the school nurse, doctor or local sexual health clinics).
- f The nurse has access to Torbay NHS Care Trust protocols and procedures – especially regarding emergency contraception – also links with the Family Planning Service at Castle Circus Health Centre. Confidentiality and professional competence are covered by United Kingdom Central Council and also Gillick competency.
- g Where the teacher believes that the student's conduct is likely to place him or her at moral or physical risk or in breach of the law, the teacher should ensure that the student is aware of the implications, and is urged to seek advice as above.
- h The schools safeguarding policy should be followed at all times.

9.2 Procedure: Child Sexual Abuse

- a If any member of staff has concerns about Child Sexual Abuse, Child Sexual Exploitation or any other safeguarding concern then they are to contact the Designated Safeguarding Lead immediately. The safeguarding policy will be followed appropriately.

9.3 Procedures: Child Withdrawal

Parents who wish their children to be withdrawn from sex education lessons should submit such a request in writing. Parents may be invited to indicate their reasons for withdrawal so that any misunderstandings about the nature of the programme provided by the school can be resolved. The school should be ready to offer support to such parents who may wish to provide sex education at home.

9.4 Procedures: Bullying

- a Where appropriate and where possible, the most likely TBGS approach to bullying, whatever form it takes (physical or verbal etc.), is one of conflict resolution where instant punishment is not the preferred route. The schools Anti-Bullying Code and bullying procedures will be followed. What is crucial is that those intimidated individuals (and their parents) should have the confidence to report instances of antisocial behaviour to a member of staff without the worry of the problem being mishandled with no prospect of a long-term solution.

The schools "Anti-Bullying Code" is prominently displayed in all classrooms; reviewed by the school's Student Council (representative of consultation with all students), SMT, teaching staff and governors



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9.5 Procedures: Complaints

Any complaints should, wherever possible, be dealt with by the teacher involved after consultation with the PSHE Coordinator and the Deputy Heads. The Headteacher should be informed. Any further complaint should be directed to the Headteacher who may wish to involve governors in the proceedings.

9.6 Confidentiality:

As in all work in personal, social and health education, confidentiality and the right to privacy should always be respected wherever possible. However, if, as above, the teacher believes a student to be at risk, the student should be warned that such information cannot remain confidential but the headteacher must be informed, together with the parents if the student is under 16.

'TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of disabled people, promotion of the positive duty in relation to race and disability and avoidance of stereotypes.

This document is available in alternative formats on request.'
