

E-ACT POLICY

PARKWOOD ACADEMY

SEX & RELATIONSHIPS EDUCATION

Date agreed by Governors	
Date of review	
Responsible officer	Principal / Business Director

Policy for Sex and HIV/AIDS Education

Health Education is one of the five cross-curricular themes in the National Curriculum which students have an entitlement to experience throughout their education. Sex Education is a major component of the school's comprehensive programme of Personal Social, and Health Education.

Introduction

This policy has been written in the context of the:-

Education Reform Act 1988

P.H.S.E Non-statutory Framework, the National Curriculum.

P. H. S. E and citizenship Initial Guidance at Key Stages 3 and 4

National Curriculum Science Orders 1999

Sex and Relationships Education Guidance, DfEE 0116/2000

Information from Sheffield Centre for HIV & Sexual Health Forum

Parkwood Academy Confidentiality Policy

Parkwood Academy Drugs Education and Management of Drug Related Incidents Policies.

At Parkwood Academy we believe that in all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions, decisions and choices to be made – human sexuality is no exception. It is vital that students receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation, which may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives both now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex must be complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

This Policy should be read in conjunction with the following school policies: -

Behaviour Management, Bullying, Equal Opportunities, Drug Education, Management of Drug related incidents, Confidentiality, Science and RE.

Rationale

In considering our approach to Sex and HIV/AIDS Education due regard has been given to:

- Consultation with parents, governors, teachers, school nurse and others in the local community;
- The issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- Encouraging students to have regard to moral consideration and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

Aims and Objectives

Sex and HIV/AIDS Education is an integral part of the PHSE learning process which aims:

1. To provide a broad and balance Sex Education Programme which
 - Offers full entitlement and access for all including students with special needs.
 - Operates in an atmosphere of mutual trust and respect so as to encourage students to put forward and explore their ideas.
2. To explore moral and sexual issues and values to;
 - a) Endow the students with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, e.g.,
 - Those appropriate to informed decision making and evaluation of the socioeconomic/cultural influences on sexual behaviour;
 - Non-exploitation, commitment and trust in sexual relationships;
 - An understanding that both sexes have responsibilities in sexual matters;
 - The skills to identify, avoid, resist and report unwanted sexual experiences.
 - b) To foster self-esteem, self-awareness and a sense of moral responsibility.
3. To give students knowledge and understanding of the following in order for them to make informed choices:
 - The physical, emotional and social aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour.
 - Family life – the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
4. To show that World Health has a global dimension and to understand the responsibility of groups, organisations and society for the health of the individual and the community.
5. To approach Sex education by an active and creative process of enquiry and investigation through projects, discussions, role-play and case studies. Observation and analysis are central to this process.
6. To clarify the link between sexual practices and the transmission of HIV and STD's / STI's.

Delivery

The Sex Education Programme will be delivered through the 'competency' Curriculum in Y7. In Y8 and Y9 it will be delivered by a designated teacher of PHSE as per the timetable. Some will be delivered through Science lessons and some by Outside Agencies (NHS). In KS4 the Sex Education Programme will be delivered through 3 x 1 day stop the clock sessions, organised through Outside Agencies (NHS, Local Family

Planning Agency and the Centre for HIV & Sexual Health) in conjunction with the designated PHSE teacher and science lessons.

The division between biological and non-biological aspects of sex education;

The division between biological and non-biological aspects of sexual behaviour has been decided upon and is indicated by the contribution to the Sex Education Programme made by the Science Department. The themes of parenting, relationships the ethical and moral consideration of sex education are firmly restricted to the timetabled PHSE lessons.

The Science Department deals only with the biological aspects of human sexual behaviour. The separate but strategically co-ordinated PHSE course deals with;

- Aspects of human sexual behaviour, other than biological.
- Provides accurate information and challenges misconceptions
- Clarifies values and attitudes and recognises external pressures.
- Promotes informed decision making and responsible behaviour.
- Fosters understanding and positive acceptance of their own developing sexuality.
- Encourages sensitivity towards the feelings of others.
- Explores the spectrum of relationships.
- Develops the skills required to manage good relationships.
- Combats abuse and exploitation and prejudices.
- Provides up to date and factual information on HIV/AIDS and other STD's/STI's.

Use of Outside Agencies

We believe that most of the Sex Education is best discussed openly with teachers who are known and trusted by the students. However, visitors such as Nurses, Family Planning or Sexual Health Workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of sex education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Sex Education Policy. After gaining approval from the Principal for the visit the organiser (Teacher) makes the visitor aware of the ethos of the Academy and the manner of delivery of the Sex Education Programme. Issues to consider are:

- The degree of the explicitness of the content and presentation;
 - Will the teacher be accompanied by teaching staff?
 - Will the staff take an active role in the visitor's activities?
 - How will the visitor be prepared for the visit?
 - How will the visits be built upon and followed up?
1. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

2. In order to inform the visitor of the precise requirements of a group it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the students in the visit and will make the experience more relevant for them – it also facilitates planning.
3. Reception/Office should be informed of the date and name of the visitor.
4. Where applicable, refreshments should be arranged with the catering staff. The visitor should be welcomed at the main door. Signed in and prominently display a visitors badge, they will then be escorted to the appropriate venue.
5. At the end of the session the visitor should be given a vote of thanks and then escorted back to the Reception/Office.
6. A written acknowledgement of the visitors contribution should be sent to the visitor.

Note: Health professionals are able to offer young people confidentiality and can provide a link between the Academy and Support Services.

As per government guidelines, all Outside Agencies and personnel will be vetted by the police, before they will be allowed to work with young children.

Offering Advice:

The Governors and staff believe that the Academy's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception – however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken up, and then a teacher may only give such advice after receiving written permission from the Principle and the parents/guardians – clearly this would not be done if the student did not wish it. Advice does not legally require consent but the following procedure protects the teacher and student and acknowledges that teachers may not be qualified to give the required advice. **(All staff should have read and comply with the Academy's 'Confidentiality Policy')**

Teachers Cannot:

- Cannot give advice or counselling on sexual matters (including contraception) to a student (either individually or within a group) if a parent has withdrawn that student from sex education.
- Give personal contraception advice to students under the age of 16 whom sexual intercourse is illegal without parental consent.

Teachers Can:

- Provide students with education and information about where and from whom they can receive confidential sexual advice and treatment; e.g., school nurse, Parkwood Academy 'Drop in clinic', their GP or Sheffield Youth Clinic. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained. Appointments to see the school nurse can be made through the House Leaders or SENCO.

Explicit Questions:

When answering students explicit questions in front of the class teachers must decide if they are appropriate to be answered in front of the whole class – If the question is anonymous then it is appropriate to do so but only after careful screening of the questions. However, if the explicit question is of a sordid nature then the teacher is at liberty to say **‘I’m sorry but the School Policy and Legislation does not allow me to answer that question’**. The teacher may then deem it necessary to discuss the student’s concerns with the SENCO (as per the Academy’s Confidentiality Policy) – a decision may then be taken on how best to deal with it.

Lesbian and Gay and Homosexual issues:

Teachers do not promote any one life-style as the only acceptable one for society and therefore, it is inevitable and natural that homosexuality will be discussed during a programme of sex education. Teaching about homosexuality is not avoided although teachers should take care not to advocate homosexual behaviour, present it as the norm, or encourage homosexuality experimentation by students. One of the many advantages of exploring gay and lesbian issues is the opportunity to correct false ideas, assumptions and address prejudice.

Entitlement

Special Education Needs and Equal Opportunities

The nature of Sex Education undertaken must be appropriate to the age and maturity of the student. As students mature and develop at different rates, the ‘Sex Education Programme’ is a ‘spiral system’ in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of student maturity.

Students with learning difficulties may require more help than others in coping with the physical and emotional aspects of growing up; they may also require more help in learning what sorts of behaviour are not acceptable and in being warned and prepared against abuse by others.

Confidentiality

Having considered all available advice and guidance, the Governors and Principal state that ‘in circumstances where a student is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the Principal this is in compliance with the *LEA procedures for Child Protection and the Parkwood Academy Confidentiality Policy*. The Principal will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling. Although there is no legal duty on a teacher, or Principal, to inform parents of matters which a child has confided to them:

- Teachers must not promise confidentiality even though they cannot be made to break it once given;
- Students must be made aware that any incident may be conveyed to the Principal and possibly to parents;
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

- Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential – the student can then decide whether to proceed or not.

N.B. Failure of staff to adhere to this statement may constitute grounds for disciplinary action.

Informing and involving parents

The views and participation of parents is vital for the most effective sex education. The school will organise a separate evening every year when the Sex Education HIV / AIDS and Drugs programmes are discussed and the relevant resources viewed. (Head of PHSE/Citizenship/Guidance Co-ordinator to arrange)

Withdrawing students from the Sex Education Programme:

Parents have a right to withdraw their child from any aspect of sex education. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so – sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.

What we do if a parent makes a request for withdrawal:

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them;
- We consider whether the programme can be amended or improved in a way that will reassure parents. Care is taken not to undermine the integrity of the Sex Education Programme and the entitlement of the other students, e.g. it may be appropriate and desirable to have single sex classes for some sections of the programme.
- We attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education;
- We point out that students who have been withdrawn are vulnerable to teasing – we therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme.
- We also point out that students may receive inaccurate information from their peers.
- We offer the parent access to appropriate information resources.

N. B. If the student does not agree with the parent's desire to withdraw their child from the Sex Education Programme, the Student can challenge the parent under Section 8 of the Children Act – The child has to apply to the court for a 'Specific Issues Order'.

A full audit of PHSE has shown that issues such as over population, birth control and other sexual matters are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Sex Education Programme.

N. B. It is only the work covered in timetabled PHSE lessons and non-science lessons upon which parents can exercise their right to withdraw their child.

Assessment, Recording and Reporting of Progress

Teachers will keep records in accordance with the Academy policy on record keeping assessment and recording.

Monitoring and Evaluation

Monitoring will take place regularly in line with the Academy monitoring policy. evaluation will take place at the end of topic.

In-Service

In-service training will take place in accordance with the Academy policy for staff development and the LEA training programme.

Review

This policy will be reviewed to meet Academy needs and in response to National and Local Policies.