



## Elizabeth Garrett Anderson School

### Sex and Relationship Education Policy

At EGA we are preparing our students to live well balanced, healthy and successful lives. We are committed to ensuring all students achieve in whatever field they choose regardless of starting point and background. This includes:

- ensuring students are safe; both in and out of school
- maximising academic progress and outcomes
- ensuring students flourish socially, morally, spiritually and cultural.

To achieve this we use information about students. We also have information about staff. To ensure information about our community is kept safe we have a rigorous set of procedures and policies that ensure we are GDPR compliant.

#### Introduction

At EGA we are committed to ensuring our students achieve the highest academic standards and make exceptional progress with learning.

Alongside an academic curriculum of equal importance is the social, moral, spiritual and cultural development of each and every student.

The Sex and Relationship Education policy plays a pivotal role in developing student's health and well-being in this area and details are set out in this policy.

#### Policy

Recognising the strengths and needs of the individual is at the core of our school. This means that we ensure that all girls can and do achieve both academically and personally.

We believe that good quality sex and relationships education provides a solid foundation to ensure that our students are equipped to make positive life choices at all stages of their lives.

We believe that girls should leave EGA having achieved more than they ever believed possible and with the qualifications, skills and confidence to help them to achieve even more in the future.

We are a school which represents all the different communities which make up our city and we really do believe that the future of cities like London depends on schools like EGA where young people from different backgrounds can work and play together in harmony.

## **What Is Sex and Relationship Education?**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, tolerance, love and care, for family life in all its forms. It involves acquiring information, developing skills and forming positive beliefs as well as respecting the values and attitudes of others.

### **1. Principles and Values**

EGA School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are tolerance, love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- 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 students, consulting them about the content of programmes.

### **2. 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 tolerance, respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

### **3. 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 and resolving conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advance.

### **4. 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 and the issues relating to teenage pregnancy.

## **5. Aims**

The aim of SRE 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 students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- Understand the consequences of their 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 awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- Understand clearly the arguments for delaying sexual activity.

## **6. Classroom Practice**

Teachers will establish a clear code of conduct of what is appropriate and inappropriate in a whole class setting.

It will also be a matter of practice that:

- No-one (teacher or student) will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- The correct names for body parts will be used most of the time;
- Sensitivity will be shown towards those of particular faith backgrounds;
- Nothing should be said that could be construed as embarrassing or offensive to other students.

If a question is too personal, the student will be reminded of the ground rules.

If a question is too explicit or seems too old for the student, or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with a member of the child protection team. In cases of concern over sexual abuse, the school child protection procedures will be followed.

Whilst the school seeks to protect children from unhealthy influences, it is recognised that teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice and discrimination.

## **7. Confidentiality, Controversial and Sensitive Issues**

- Teachers cannot offer unconditional confidentiality. Members of staff and the child protection team are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so;
- In a case where a member of staff learns from a student under the age of 16 years old that they are having or contemplating sexual intercourse, the young person will be encouraged, wherever possible, to talk to their parent/carer and if necessary to seek medical advice;
- Child protection issues will be considered, and referred if necessary to the teachers and staff responsible for child protection under the school's procedures and social services where appropriate;

- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services;
- In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed;
- Health professionals in school are bound by national guidance and their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's child protection policy.

## **8. Inclusion**

- Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. As such, we will respond to parental requests and concerns as the need arises.

- Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

- Sexual Identity and Sexual Orientation

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 sex and relationship education is relevant to them.

## **9. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory national curriculum (i.e. in science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

If a parent wishes to withdraw their child from SRE they will need to meet with the Headteacher to discuss their concerns and then confirm their decision in writing.

The Governors Pastoral Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

## **Organisation and Content of Sex and Relationship Education**

EGA specifically delivers Sex and Relationship Education through its PSHE programme, RE and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at EGA School takes place within PSHE lessons. The PSHE department generally deliver the PSHE curriculum with support from non-specialist teachers. PSHE specialists and/or professionals are used where appropriate. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The science national curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE programme is taught in every year and the science national curriculum is delivered at KS3 and up to the end of GCSE study in KS4.

Any SRE lesson may consider questions or issues that some students 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 lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

### **Learning Outcomes**

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the statutory framework for PSHE. Those statements marked with an asterisk are part of the national curriculum science requirements.

### **By the end of KS3**

Students will be able to:

- Manage changing relationships and develop the resilience and skills needed to cope with changes within these relationships;
- See the complexity of moral, social and cultural issues and be able to form a view of their own;
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships;
- Be tolerant of the diversity of personal, social and sexual preference in relationships;
- Develop sympathy with the core values of family life in all its variety of forms;
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage;
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively;
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions;
- Ask for help and support when needed;
- Explain the relationship between their self-esteem and how they see themselves;
- Develop skills of assertiveness in order to resist peer pressure and stereotyping;
- The importance of maintaining good mental health and resilience when using digital technology.

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell;\*
- The physical and emotional changes that take place during puberty;\*
- About the human reproductive system, including the menstrual cycle and fertilisation;\*
- How the foetus develops in the uterus;\*
- How the media influence understanding and attitude toward sexual health;
- How good relationships can promote mental well being;
- The law relating to the sexual behaviour of young people;

- Where to go for help and advice on sex and relationship issues - such as the school nurse, Pulse/ Connexions services or the GUM clinic.

Students will have considered:

- The benefits of sexual behaviour within a committed relationship;
- How they see themselves affects their self-confidence and behaviour;
- The importance of respecting differences in relation to gender and sexuality;
- How it feels to be discriminated against;
- The issues/challenges relating to early sexual activity;
- The unacceptability of prejudice and homophobic bullying;
- The risks of early sexual activity and the links to alcohol;
- Work cooperatively with a range of people who are different from themselves.

#### **By the end of Key Stage 4**

Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice;
- Manage emotions associated with changing relationships with parents and friends;
- See both sides of a arguments and express and justify personal opinion;
- Have the determination to stand up for their beliefs and values;
- Make informed choices about their lifestyle which promote personal well-being;
- Have the confidence to assert themselves and challenge inappropriate behaviour;
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships;
- Work cooperatively with a range of people who are different from themselves.

Students will know and understand:

- The way in which hormone control occurs, including the effects of sex hormones,\* some medical uses of hormones, including the control and promotion of fertility;\*
- How sex is determined in humans;\*
- How HIV and other sexually transmitted infections affect the body;
- Self-image and sexual identity;
- How the different forms of contraception work and where to get advice;
- The law in relation to sexual activity for young people and adults;
- How their own identity is influenced by their personal values and those of their family and society;
- How to respond appropriately within a range of social relationships;
- How to access agencies which support relationships in crisis;
- The qualities of good parenting and its value to family life;
- The benefits of marriage or a stable partnership in raising children;
- The way different forms of relationship, including marriage, depend on maturity and commitment'

Students will have considered:

- Their developing sense of sexual identity and how to feel confident and comfortable with it;
- How personal, family and social values influence behaviour;
- The arguments around moral issues such as abortion, contraception and the age of consent;
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both;
- The impact of having children in their lives and the lives of others;

- The increased influence of pornography on self-image and relationships;
- The importance of maintaining good mental health and resilience when using digital technology.

This policy was ratified by the Governing Body of Elizabeth Garrett Anderson School on the **25th June 2018** and is to be reviewed annually.

Review date: Summer 2019