



## UTC Swindon Sex and Relationships Policy

### Background and Rationale

#### POLICY - SEX & RELATIONSHIPS EDUCATION

1. The Purpose of this policy is to:
  - Clarify the legal requirement and responsibilities of the UTC.
  - Clarify the college's approach to sex and relationships (SRE) for all staff, students, governors, parents/carers, external agencies and the wider community.
  - Give guidance on developing and implementing and monitoring the SRE education programme.
  - Provide a basis for evaluating the effectiveness of the college SRE programme.
  - Reinforce the role of the colleges in contributing to local and national strategies.

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### 1. Aim

Effective SRE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

The 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The *DfE Sex and Relationship Education Guidance (2000)* supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

This Policy is written with regard to the *Norfolk County Council Sex and Relationships Education (Schools) Policy Statement*.

### 2. Definition

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (*Sex Education Forum 1999*).

### 3. Roles and Responsibilities

#### Principal

- Ensures that parents are informed of their right to opt out of SRE (excepting content taught as part of Science GCSE)

#### Lead for PSCHEE

- Responsible for creating a suitable Scheme of Work which covers SRE
- Ensures that staff delivering SRE are appropriately trained
- Leads on the bi-annual consultation process for SRE, adapting the programme as necessary

## 4. Content

At Key Stage 4, students are taught to recognise the influences and pressures around sexual behaviour and how to respond appropriately, and confidently seek professional health advice. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

In future years, content will be determined after consultation with students, parents/carers, staff, governors and the school health advisor, using the *OfSTED Sex and Relationship Guidance (2000)* as a basis for discussion. A more detailed scheme of work is available on request.

The range of material used is available to parents/carers and informative books are available to students in the Learning Research Centre.

## 5. Organisation

SRE is taught in PSCHEE lessons (Personal, Social, Citizenship, Health and Enterprise Education).

SRE is normally delivered in mixed ability gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve students' full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. UTCN has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to UTC Swindon because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the UTC's SRE policy and work within it and understand issues surrounding confidentiality.
- All input to PSCHEE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Discussions on SRE are included.

Staff delivering SRE are appropriately trained and supported.

## **6. Withdrawal from SRE**

Parents/carers have the right to withdraw their children from all or part of the sex and relationships education provided at a school, except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to see the Principal who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn, he/she cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

## **7. Specific Issues within SRE**

### **Safeguarding**

Effective SRE may bring about disclosures of child protection issues and the UTC Safeguarding Policy will be followed at all times.

### **Confidentiality**

In the first instance, and to foster engagement, a student's confidentiality in asking questions will be maintained by the teacher or member of staff concerned. However, if the member of staff believes that the student, or other students, could be at risk, then the normal UTCN Safeguarding rules on confidentiality apply and the matter will be immediately passed to the Senior Designated Professional (SDP) for Safeguarding. The student concerned will be informed that confidentiality is being breached.

### **Disclosures**

If a member of staff learns that an under 16-year old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is persuaded to talk to their parent/carer
- Safeguarding issues are addressed
- The young person receives adequate counselling and information

### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions, but also respect others who may have different opinions.

### **Dealing with Questions**

Both formal and informal SRE arising from a student's question are answered according to the age and maturity of the student concerned. Questions do not have to be answered

directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the SDP if they are concerned.

### **Sexual Identity and Sexual Orientation**

SRE will aim to meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. UTC liaises with parents on these issues to reassure them of the content and context.

### **8. Equal Opportunities**

The UTC is committed to the provision of SRE to all of its students. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds.

Equal time and provision is allocated for all groups, but there may be occasions where students with Special Educational Needs are given extra support from SEND staff.

### **History of Consultation, Amendments and Review**

<b>Initial approval</b>	<b>March 2014</b>
<b>Author’s notes</b>	

**Status:**

**Senior Member of Staff Responsible for Policy: Deputy Principal**

**Responsible Governor: tbc**

**Linked Policies:**

**Safeguarding**