

SCHOOL POLICY

**Turton
School**

Sex and Relationships Education

Reviewed by:	Pupil Development, Wellbeing and Safeguarding Committee
Signed (Governing Body):	
Date:	January 2024
Next Review due:	January 2027

Produced by Turton School

POLICY ON SEX AND RELATIONSHIPS EDUCATION

The purpose of this policy is to provide a clear explanation of the sex and relationship education covered by school.

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, love and care, and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims

The aims 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, **part of Current Affairs and Personal Development (CAPD) curriculum**, aims to prepare students for an adult life where 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
- understand the consequences of their actions and behave responsibly
- have sufficient information and skills to protect themselves from being exploited or pressurised into unwanted or unprotected sex and contracting sexually transmitted diseases such as HIV and AIDS
- communicate effectively by developing appropriate terminology for sex and relationship issues
- know how the law applies to sexual relationships

Principles and values

Turton 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
- be set within the wider school context and promote family commitment and love, respect and affection, knowledge and openness
- generate an atmosphere where questions and discussion on relationship matters can take place in an environment where the teachers' views remain impartial and pupils feel comfortable and well informed
- involve local health professionals, such as the Healthy Schools team and the school's Pastoral Care Officers

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- 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 any choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning about and understanding the physical and emotional changes and development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national 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.

How SRE is delivered and what is taught

Sex and Relationship Education is delivered mainly through Science, Faith and Ethics and English lessons, by group tutors, in assemblies and the school's Pastoral Care Officers including the Real Love Rocks programme. Copies of schemes of work, which are available in school for perusal by parents, are available on request.

The SRE programme at Turton

Science

Year	Content
7	Physical and emotional changes (including puberty and menstruation) Challenging myths, misconceptions and false assumptions about puberty. Pregnancy and birth
8	
9	Sexually transmitted disease and contraception Learning about contraception and the range of local and national health advice, contraception and support services.
10	Avoiding risky behaviour and sexually transmitted disease <ul style="list-style-type: none">• Developing an appreciation of the consequences of any choices made.

	<ul style="list-style-type: none"> • Learning about contraception and the range of local and national health advice, contraception and support services. • Learning the reasons for delaying sexual activity and the benefits to be gained from such delay. • Understanding reproduction, sexual health, emotions and relationships. • The avoidance of unplanned pregnancy. STIs covered in the infection lessons.
11	<p>Avoiding risky behaviour and sexually transmitted disease</p> <ul style="list-style-type: none"> • Developing an appreciation of the consequences of any choices made. • Learning about contraception and the range of local and national health advice, contraception and support services. • Learning the reasons for delaying sexual activity and the benefits to be gained from such delay. • Understanding reproduction, sexual health, emotions and relationships. • The avoidance of unplanned pregnancy. STIs covered in the infection lessons. • Self-examination and screening • Lifestyle choices when pregnant

Assemblies and form time

Year	Content
7	<p>Friendships and relationships</p> <ul style="list-style-type: none"> • Learning to manage emotions and relationships confidently and sensitively. • Developing self-respect and empathy for others. <p>Social media appropriate use Effective communication</p>
8	<p>Loving and responsible relationships Learning about emotions and healthy relationships. Social media safety Moral dilemmas</p>
9	<p>Sexuality Sexting Moral dilemmas Mental health and wellbeing Sexual harassment Consent</p>
10	<p>Sexting Gender Mental health and wellbeing Developing an appreciation of the consequences of any choices made. Managing conflict. Empowering students with the skills to be able to avoid inappropriate pressures or advances. Sexual harassment Consent</p>
11	<p>Developing an appreciation of the consequences of any choices made. Managing conflict. Empowering students with the skills to be able to avoid inappropriate</p>

	pressures or advances. Mental health and wellbeing
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Year	Content
7	Empathy for others/exploring, considering and understanding moral dilemmas;
8	Equality and Justice - developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an absence of prejudice
9	<p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. <p>Families and gender equality</p> <p>The nature of families, including:</p> <ul style="list-style-type: none"> • the role of parents and children • extended families and the nuclear family. <p>The purpose of families, including:</p> <ul style="list-style-type: none"> • procreation • stability and the protection of children • educating children in a faith. <p>Contemporary family issues including:</p> <ul style="list-style-type: none"> • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples.
GCSE	<p>Crime and Punishment Unit:: exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.</p> <p>Religion and Life Unit: abortion, pregnancy, miscarriage</p>

English

English cover the areas below over the five years. These are linked to key texts and discussed in planned teaching and as conversations come up as and when. Sometimes a student asks a pertinent question or when a teacher feels a text exemplifies one of these learning points.

- learning the importance of values and individual conscience and moral considerations;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict;
 - **Understanding what healthy relationships are and how to respond within a relationship.**

Right to withdraw students from Sex and Relationship Education

Parents do have the right to withdraw pupils from all or part of the Sex and Relationship Education lessons delivered within the context of the Opening Minds lessons and Stop the Clock programme. We would hope that in these circumstances, parents would be prepared to give their reasons for requesting withdrawal, so that any misunderstandings might be resolved before such a decision is taken. If such a decision is taken by parents, who then may wish to educate their sons or daughters at home, the school may be able to provide appropriate material to assist in this process. Any requests to withdraw pupils from this aspect of their education should be addressed, in the first instance, to the Co-ordinator.

Monitoring and Evaluation

Learning and teaching is monitored and evaluated by the leadership team and evaluated, reviewed and updated yearly. Pupil feedback is consulted as part of the evaluation process. The governors are responsible for overseeing and reviewing the Sex and Relationship Education Policy.

At the end of each topic, pupils have the opportunity to assess their own knowledge and understanding, interpersonal skills and attitudes. No formal assessment of attainment is required.