

Liverpool College

Sex and Relationships Education Policy



Mission Statement


Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

- We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*
- We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*
- We work** together to create a happy and caring school community which is engaged in our local community and the wider world*
- We pursue** high standards in every area of school life*

This is a whole college and applies to the Pre Preparatory, Preparatory and Upper School as well as the Boarding Halls and the Breakfast Club, after school clubs and the Young Explorers Holiday Club.



Approved Date	12 th November 2018
Review Date	12 th November 2020
Principal	 Mr H vM Broekman

Introduction

The purpose of sex and relationships education is to help and support young people through their physical, emotional and moral development. The College programme is firmly embedded in our curriculum and is designed to help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Sex and relationships education is lifelong learning about physical, moral and emotional development, and the understanding of the importance of commitment for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. There are three elements:

- attitudes and values
- personal and social skills
- knowledge and understanding.

Aims of Sex and Relationships Education

The policy aims to:

- inform pupils about moral, emotional and health related issues to enable them to make considered judgements and informed decisions when developing their own code of living
- foster self-esteem, positive self-image and confidence, which are important aspects of decision-making behaviour
- contribute to pupils' learning about relationships, attitudes and feelings, and how people live and work together
- encourage young people to make responsible decisions about the relationships they form with others
- develop skills of assertiveness and communication, and explore feelings and attitudes such as love, anger, trust, respect, sadness and grief
- help pupils to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect
- help pupils recognise their sexual nature as a part of their personality which determines what a person is and not what they can do
- reassure pupils that sexual development is a normal part of growing up and, by presenting relevant facts, helps them to come to terms with the emotional upheaval of adolescence.

Attitudes and Values

Pupils will be encouraged to consider the importance of the following values, which reflect the school's aims:

- respect and valuing themselves and others
- understanding and sensitivity towards the needs and views of others
- responsibility for their own actions
- responsibility to their family, the school and the wider community
- importance of stable relationships
- no direct promotion of sexual orientation but tolerance for all.

Curriculum Content

Some parts of sex education form part of the National Curriculum Science. These topics are part of the syllabus in a compulsory core subject and therefore pupils may not be withdrawn from these lessons.

Early Years Foundation Stage

Through the Prime Area of Personal, Social and Emotional Development in the Early Years Foundation Stage it is required that children are helped to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; and to develop social skills and learn how to manage their feelings.

To this end activities are planned that promote emotional, moral, spiritual and social development and help the children make relationships, develop self-confidence and self-awareness and manage their feelings and behaviours.

Key Stage 1

Pupils will:

- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Pupils will learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.

Key Stage 3

Pupils will learn:

- Learn about reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

Pupils will learn:

- that bacteria and viruses can affect sexual health.
- the way in which hormonal control occurs, including the effects of the sex hormones.
- the medical uses of hormones, including the control and promotion of fertility.
- that sexual reproduction is a source of genetic variation.
- genetic disorders
- how gender is determined in humans.
- the basic principles of genetic engineering, cloning and selective breeding.

Delivery of Sex and Relationships Education in NSI

The delivery of Sex and Relationships Education is the responsibility of the PSHE/NSI curriculum leader, working closely with the Science department. The general aims of the programme are to:

- provide accurate information about and increase understanding of sex-related issues
- dispel myths
- explore a range of attitudes and values towards sex-related issues and help young people to reach their own informed opinions.
- develop a sense of mutual respect and care for others
- increase young people's self-esteem
- develop relevant skills such as communication, risk assessment, managing relationships, decision-making, assertiveness, and conflict management.

To ensure effective delivery:

- Specific objectives will depend on the precise content areas that are focused on and on the age and maturity of the young people being targeted. Certain topics will be developed throughout the programme and delivered in a manner which is appropriate to the needs of young people at particular ages.
- Pupils will be taught both in single sex groups where it is considered appropriate and also in mixed sex groups where appropriate.
- Health professional will be invited to deliver some topics.
- Information will be sent to parents about the content of the programme, and parents will be invited to view any materials that may be used in the delivery of topics. The objective is to deal with all issues sensitively and with parental support. If a parent has any concerns, staff will be happy to talk to them.
- Parents do have the right to withdraw their child from aspects of sex education not covered by the National Curriculum (see section on withdrawal procedures).
- Liverpool College recognises that the teaching of apparently unrelated topics in other subject areas will occasionally lead to a discussion of aspects of sexual behaviour. Teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences, with sensitivity towards the views of parents who have withdrawn their child from sex and relationship education.
- Care will be taken to ensure that all staff who deliver the programme are supported and that appropriate training takes place.

Answering Difficult Questions

Teachers are expected to deal with pupil's questions with tact, common sense and honesty. It is recognised however, that not all questions will be relevant or appropriate. This will be left to the discretion of the staff.

Child Protection Issues

Pupils will be made aware that some information cannot be kept confidential and that their best interests will be maintained. If necessary, the school's child protection procedures will be invoked (see relevant policy)

Working with Parents and Pupil Withdrawal Procedures

The school is committed to working in partnership with parents. Under the 1993 Education act, parents have the right to withdraw their children from all or part of the Sex and Relationships Education Programme outside the National Curriculum. Parents will be contacted at the appropriate time regarding delivery of the programme. Parents wishing to exercise that right are asked to make an appointment with the Head of House to discuss their concerns.

Dissemination of the policy

This policy is available for parents to read on the College Website. Parents are also welcome to view the policy in school or we will send it to them, on request.

Evaluation, Monitoring and Review

- The Sex and Relationships Education Programme will be monitored by the Heads of School, in consultation with leaders of NSI and the pastoral team.
- Leaders of NSI will monitor the planning and evaluation of each year group.
- Leaders of NSI will monitor the content and teaching strategies used to deliver this area of the curriculum. Areas to be considered in the evaluation may include staff training needs, the effectiveness of resources, the use of outside agencies and community partners.
- The Vice Principal (MRAP) will work closely with the Governing Body

Related Policies

CP02 Anti- bullying

PD07 Behaviour Management Policy

CP01 Child Protection

HS05 Drugs Education

EO02 Equal Opportunities

TL06a Special Educational Needs and Disabilities

TL01 Teaching and Learning

TL02 Curriculum

Guidance

DFEE (as was) guidance is in *Guidance 116/2000, July 2000*

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%20116%202000>