

## **Sex and Relationships Education Policy**

### **1.0 Introduction**

Wigan University Technical College believes that sex education is an educational entitlement of all students and an integral part of each student's emergence into adulthood.

### **2.0 Definition of SRE**

It is a lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, including marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **3.0 Aims and Objectives**

It is the UTC's aim to deal with sex education sensibly and sensitively, within a supportive framework which will allow students to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary. All questions will be answered honestly and openly. The underlying philosophy of this policy is to develop self-respect in young people enabling them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities within relationships and towards others.

### **4.0 Content**

The programme we follow will be based on national guidelines and will be sensitive to the age experience of our students. It has three main elements:

#### **4.1 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.

#### **4.2 Personal and social skills**

- 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; and learning how to recognise and avoid exploitation and abuse.

#### **4.3 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; and
- The avoidance of unplanned pregnancy.

## **5.0 Organisation**

We will deliver Sex and Relationship Education through our PSHE Programme and Science lessons at KS4.

Much of the Sex and Relationship Education will take place within PSHE lessons and Super Learning days. Personal tutors generally deliver the PSHE Curriculum with support from Directors of Learning, PSHE specialists and/or professionals where appropriate.

Tutors will work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances.

SRE lessons/sessions are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although physical aspects are also included.

The Science Curriculum at KS4 will include Biology but content in these lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and GCSE Biology are delivered in Year 10 and Year 11.

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/lesson. 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.

All staff members who are required to teach SRE will have relevant training and resources. More expert or specialist teachers will give support to staff that are uncomfortable with teaching certain aspects of the curriculum.

A variety of teaching and learning styles is used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

Students are taught in mixed-ability and mixed gender groups where appropriate.

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common 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. The student may then be referred to the appropriate health professional or outside agency via their Director of Learning.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class 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 the Vice Principal. In cases of concern over sexual abuse, the UTC child protection procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Tutors can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

## **6.0 Parent Partnership**

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 UTC uses.

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

## **7.0 Inclusion 7.1 Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

## **7.2 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.

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

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **8.0 Confidentiality**

The UTC will work within the guidelines set out by the DfE's Child Protection Circular 10/95 – "Protecting Children from Abuse: The Role of the Education Service", working with the designated teacher for Child Protection issues.

- It is only in the most exceptional circumstances that the UTC could be in the position of having to handle information without parental knowledge.
- We will reassure students that their best interests will be maintained, encouraging them to talk to their parents or carers and giving them support to do so.
- We will ensure that students know that tutors cannot offer unconditional confidentiality.

- We will assure students that, if confidentiality has to be broken, then they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the UTC's Child Protection Policy will be followed.
- We will ensure that students are informed of sources of confidential help, e.g. Counsellor, 'No Worries' Health Clinic, Professionals, GP.

### 9.0 Monitoring And Evaluation

The UTC will monitor and evaluate this policy every year. Teachers and students will be asked to self-evaluate through the use of questionnaires and interviews.

It is the responsibility of the Vice Principal to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall UTC plans for monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the UTC's sex and relationship education policy, and on support and staff development, training and delivery.

Version and Date	Action/Notes
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