



## SEX AND RELATIONSHIPS POLICY

### Aims for the Sex and Relationships Education Curriculum

'Appropriate and responsible sex education is an important element in the work of schools in preparing pupils for adult life. It calls for careful and sensitive treatment'.

DES Circular No. 11/87 paragraph 1

The aims of the sex and relationships education curriculum can be identified within the aims of Beacon Hill School in the following ways:

*that has high expectations for continuous improvement in order to raise standards for pupils.*

Ensuring that pupils have access to high quality appropriate sex and relationships education will enable them to maximise their potential in life after school.

*that gives pupils the skills and opportunity to make informed choices.*

It is important that the idea of personal choice form the basis of any sex and relationships education scheme of work and that all knowledge is given in this context. Pupils who are aware that they are able to make their own choices and express their own opinions in a friendly and secure atmosphere will be more able to discuss and share ideas about sex and relationships education in a positive and sensible way.

*that positively promotes and encourages independence, confidence and self advocacy*

Part of pupils self worth is developed by their knowledge of gender roles and sexuality. It is also important that pupils learn as part of sex and relationships education their rights to say no to any experiences they do not wish to share. For younger pupils it is vital they learn about their right to say no clearly and unambiguously.

*that values communication and provides the time and opportunity to make it effective.*

An important part of sex and relationships education is ensuring that students can express clearly their feelings and ideas in ways which can be understood by others. The importance of knowing the names of parts of the body and the ability to describe emotions effectively will be important.

*that establishes an atmosphere of security, trust and respect for all*

Sex and relationships education needs to be taught in a straight forward but interesting way which makes sure pupils' learning is extended. The messages about safe sex for older students who may become sexually active later in life are an important part of sex and relationships education. It is important sex and relationships education is taught in an environment where people feel secure and by staff they feel secure with so as to ensure any questions and concerns are also to be addressed in a frank open way.

*that actively develops parental partnerships for the benefit of the pupils*

Parents are often very concerned about sex and relationships education either in the sense that they do not wish their child to learn about these issues or in that they are keen that they are taught about them in the safe, positive environment of school. This policy provides for detailed systems to ensure parents are clear about their rights in this area and that they are informed effectively about what their child is being taught. Parents are consulted formally about the scheme of work to ensure it is understood by them.

### Principles of Beacon Hill School Sex and Relationships Education Policy

Beacon Hill School has developed a policy for the delivering of sex and relationships education following the guidelines of North Tyneside's Sex and Relationships Education Policy.

The following principles reflect the council's recommendations:

1. Sex and relationships education is an integral part of each person's learning process which begins in childhood and continues into adult life.
2. Sex and relationships education should be delivered in a positive way and should provide physical, mental, moral and social development.
3. All pupils at Beacon Hill School, regardless of gender, race or disability should have access to appropriate sex and relationships education.
4. The sex and relationships education curriculum should be delivered in a way which addresses the need for differentiation and is relevant to each person's individual needs.
5. Parents and Governors should be informed and involved as to the content and context of the sex and relationships curriculum. Opportunities for discussion should be offered to parents and Governors.
6. The teaching of sex and sexuality should be delivered in a way which encourages responsibility and tolerance and which teaches to respect difference.
7. The recommendation of the Children Act, ie that 'those responsible for the sexual education of young people will need to bear in mind the particular needs of different young people'. The fact that young people with mental or physical disabilities have sexual needs should be encouraged, for instance and young people who have been abused, or have been in touch with abused young people, may need special counselling if they are not to regard sexual feelings as a matter of shame or to regard sexual relationships as impersonal and exploitive.

The needs and concerns of gay young men and women must also be recognised and approached sympathetically.

8. A separate Adult Protection policy is being developed within Beacon Hill School which will review the delivery of sex and relationships education to older students and takes into account Gillick Competency.
9. There should be a key person to oversee sex and relationships education throughout Beacon Hill School and no staff should be directed to contribute to the delivery of the sex and relationships curriculum if they are uncertain of their ability to cope or do not wish to be involved for other reasons.
10. Beacon Hill School should have regard for the council's policy on HIV and AIDS. Particular attention should be given to the forms of sexual or other behaviours which carry a risk of infection with HIV.
11. Acknowledgement should be given and sensitivity shown towards religious beliefs and codes of behaviour within ethnic minority races and cultures and to generally respect the diversity of 'family' life.

#### Guidelines of the Sex and Relationships Curriculum

1. Schemes of work should be carefully planned to ensure a focussed and appropriate approval to the teaching of sexual issues. There will be specific content at each Key Stage in the whole school scheme of work for Personal, Health and Citizenship Education.
2. Work in this area will be monitored and evaluated as part of the whole school systems.
3. There will be parental and Governor involvement in the planning of modules ie. Parents and Governors will be informed of the exact commencement. Parents should be invited to review the programme and resources and discuss the policy.
4. The teaching about sex and sexuality should be set within a framework which encourages responsibility and tolerance within personal relationships.
5. There will be careful input on sensitive issues such as masturbation.
6. Particular attention will be paid to HIV and AIDS, giving pupils accurate information and advice. The concept of safer sex should be explored.
7. It is important to endorse that sex and relationships education is about sexuality as well as sexual acts.
8. All members of staff should have the opportunity to discuss the sex and relationships education policy and programme and to review resources.
9. There should be a collaborative approach to the delivery of sex and relationships education and should involve persons from multi-disciplinary agencies including the District Health Authority.
10. Careful planning should address diversity of family life and should show an awareness of the differing attitudes, belief and principles regarding sex and sexuality within the wide range of culture and religions.
11. Homosexuality should be discussed with young people in a secure environment in a way which aims to dispel myths and which will help to clarify attitudes rather than treating it as 'special' or 'abnormal'.

12. Through planning and teaching strategies, including the use of ICT, PECs and visual structure, provision will be made to ensure that students with ASD are given equal learning opportunities in this area.

Pupils with ASD will take part in the sex education lessons where work will not only address the sex and relationships curriculum but will also address and take into consideration the Triad of Impairment