



TESTBOURNE COMMUNITY SCHOOL

SEX EDUCATION POLICY

Date established by Governing Body	:	September 2006
Date of review	:	5 th March 2014
Governors Committee	:	Student Support
Senior Leadership Team Member	:	Assistant Headteacher
Last Review Date	:	June 2016
Date of next review	:	June 2017

RATIONALE

The school is aware of the ever-growing importance in today's society of sex education.

At Testbourne Community School, sex education is an integral part of the learning process, thus preparing pupils for the experiences they will encounter as teenagers and adults. The sex education programme encourages the exploration of values and moral issues, encourages pupils to consider their sexuality, personal relationships, communication and decision making skills.

The sex education programme will encourage a feeling of self-esteem, self-awareness and a sense of moral responsibility. It will also develop the necessary skills to resist unwanted sexual experiences, with a particular emphasis on unplanned pregnancy and STI's.

AIMS

Testbourne Community School aims to: -

- ◆ combat ignorance and increase the pupils' understanding thus reducing their feelings of guilt and anxiety
- ◆ encourage responsible behaviour
- ◆ develop decision making skills
- ◆ develop strategies for dealing with peer pressure
- ◆ encourage openness and improved communication about sexual matters
- ◆ make pupils aware of the attitude and influences of the media
- ◆ appreciate the importance of a stable family life
- ◆ be made aware of the implications and consequences of their actions in relation to certain forms of behaviour which may be of risk to themselves and others.

Parents have the right to withdraw their children from Sex Education.

STAFF DEVELOPMENT

Sex Education is taught as part of the Personal Development and Religious Education Programme. Staff who agree to teach sex education where and when appropriate will receive appropriate training and support. The Head of Department is responsible for organising this with the Deputy Head responsible for INSET. Regular meetings with staff prior to or after their lessons are encouraged and monitored by the Head of Department. The Heads of Department are particularly aware that this may be necessary for inexperienced and young teachers. Staff shall be encouraged to discuss their concerns, successes and any issues about which they are unsure. The Head of Department will provide staff with a copy of the Sex Education Policy and guidelines for teaching the subject or dealing with specific issues or incidents.

The Role of the Governors

- A The Governors are required to ensure that the Sex Education Programme is offered to ALL pupils. This must include education about HIV, AIDs and other sexually transmitted diseases.

- B The Governors must ensure that parents are consulted concerning the content of the Sex Education Programme, including materials to be used, the approach to be adopted and the involvement of outside agencies and health professions.
- C The governors must inform parents of how they may withdraw their child from all or part of the Programme, except those elements covered by the Science Order.
- D The governors must ensure the materials being used are of a high quality and appropriate to the needs and age of the pupils.
 - ◆ There will be a specific Governor with responsibility for Sex Education.

Partnership with Parents

Parents will be given the opportunity to discuss the Governors' Sex Education Policy. They may examine the content, style of delivery, materials used, including videos and be made aware of the policy concerning the use of outside agencies. Any parents wishing to be consulted may do so by contacting Miss S M Jones, Head of PSHE.

Parents who wish to withdraw their child from the Sex Education Programme may do so by writing to Mrs Ruth Beasley, Headteacher. Parents do not need to give a reason or make alternative arrangements. Arrangements for a child not attending Sex Education lessons will be the responsibility of the Senior Leadership Team.

Parents may not withdraw their child from Sex Education which is part of the Science Order.

The Involvement of other Agencies and Visitors

On occasion, health professionals and visiting experts may be used to facilitate the Sex Education Programme using the wider skills and experiences they may have concerning the range of services relating to sexual health and well-being. These health professions will always work alongside the teacher. They will be made aware of the school's Sex Education Policy and will only use agreed materials and resources. Content and presentation will be in line with good educational practice. (See 'Hampshire Guidelines concerning the Involvement of other Agencies and Visitors'.)

Delivery of the Governors' Sex Education Policy

The Governors' Sex Education Policy at Testbourne Community School will be delivered through specific units of work in Key Stage 3 and 4. This will be part of the Personal Development curriculum. Classes will be taught by designated teachers who will receive, where possible, in-service training as and when necessary. The work of the teaching staff will be monitored by the Head of Personal Development. Advice and guidance will be made available as and when necessary. Guidelines will be made available to all teaching staff from the Government's Sex education Act.

Sex Education in Schools

Key Stage 3: Pupils will be taught in tutor groups, which are mixed gender and ability.

Key Stage 4: Pupils will be taught in tutor and RE groups which are mixed gender and ability

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GUIDELINES FOR TEACHERS

1. Teachers are encouraged to ensure that pupils know how to access information on a range of health issues and are encouraged to use the Connexions Room for this.
2. Pupils should be made aware of where they can go to for advice, for example:
 - ◆ GP
 - ◆ Health Professions
 - ◆ First Aider
 - ◆ Visiting School Nurse
 - ◆ Tutor
 - ◆ Head of House / Pastoral Support Team
3. It would be inappropriate for the teacher to respond to the whole class where a pupil's questions are particularly explicit and specific to person needs and circumstances. There may be occasions when the teacher has to use their discretion and judgement about how to deal with particular issues raised by an individual.
4. Parents may be consulted to see how they would like the situation dealt with.
5. Any questions which cause a teacher to believe a child is at risk or being abused then protection procedures should be followed. (Deputy Headteacher to be informed as soon as possible via the outlined safeguarding procedure.)
6. If a teacher is aware that a pupil is considering or engaged in under-age sexual activity, then all of the following should be informed: -
 - i. Head of House
 - ii. DSL (Mr G.Irwin, Deputy Headteacher)
 - iii. Headteacher
7. The Children Act 1989 requires that the safety and welfare of the pupil be paramount. A conflict between a pupil and parents' rights allows the Headteacher to use his/her discretion in determining the course of action.
8. Pupils should understand that teachers cannot give personal advice on sexual matters.
9. It would be inappropriate for a teacher to give specific advice about contraception to an individual pupil.

10. Dealing with specific issues. There is a choice: -

- i. Explain that you cannot give complete confidentiality, but you could help the pupil to seek help with the involvement of as few people as possible.
- ii. Ask the pupil if he/she would like his/her parents involved. You may help them achieve this. Encourage them to talk to their parents.
- iii. Encourage the pupil to seek help from a relevant health professional, for example:
 - ◆ GP
 - ◆ School Doctor
 - ◆ School Nurse
 - ◆ Family Planning Clinic / Sexual Health Clinic
- iv. If you feel an individual who asks for advice is or is likely to be in physical or moral danger, or is breaking the law, explain the implications. You must inform the Deputy Headteacher.
- v. If you are unsure, contact the Deputy Headteacher as soon as possible.

11. Sex Education should: -

- i. take place in a moral context
- ii. respect the values of the community
- iii. be sensitive to the concerns and needs of pupils and their families
- iv. not be taught in a way that involves pupils answering personal questions or revealing private family situations
- v. encourage pupils to use the knowledge they have gained in a responsible way
- vi. be taught in a responsible, supporting and caring environment