



# Policies

## Sex and Relationships Education Policy

Signed  
by  
Chair of  
Governors

Next Review date – September 2022



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# **HOLMES CHAPEL COMPREHENSIVE SCHOOL**

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

### **Rationale**

To help students to develop knowledge, skills and understanding about the value of loving, stable relationships, sexuality and sexual health.

Our school's policy on sex and relationship education is based on the DfE document 'Sex and Relationship Education Guidance' (DfE 0116/2000[1]).

### **Purpose**

To enable young people to lead confident, healthy lives as informed and active citizens with particular regard to the value of marriage and family life.

### **Guidelines**

The sex and relationship education programme reflects:

- Respect for self, others and the rights of the individual
- Respect for difference e.g. cultural, religious, sexual orientation
- Responsibility for own actions
- The need for development of self confidence and self-awareness in young people
- Regard for family life, friends and wider community
- Equality

### **School**

- Delivered through PDC, Science and Humanities.
- The school believes that the sex and relationships education programme is of utmost importance for all students, but understands parental viewpoint to withdraw their child. Parents informed through newsletter.
- Training is offered to staff to assist in the delivery.
- Teachers should establish a set of ground rules so that young people are aware of parameters.

### **Parent/Carer**

- Parents have the right to withdraw their child wholly or partially for sex education, except from the Science National Curriculum, and, in this instance, they should contact the relevant Learning Intervention Manager.

## **Students**

- Specific advice on contraception or other sexual behaviour should be sought from a health care professional (school nurse) and/or parents.
- Students are made aware that, in matters of safeguarding, “confidences” may be shared with other staff, parents and relevant agencies for their own wellbeing.

## **The Use of Other Agencies**

Any representatives of outside agencies used to help in the delivery of the Sex and Relationships Education programme will be clear about the boundaries of their input and will be aware of the Sex and Relationships Education curriculum, relevant school policies and their work will be planned and agreed.

Ref: Guidance for Schools on Sex and Relationships Education July 2000  
([www.dfes.gov.uk/sreguidance](http://www.dfes.gov.uk/sreguidance))

## **SEX EDUCATION CODE OF PRACTICE**

The Code of Practice is intended to:

- 1) Benefit the students;
- 2) Allow staff to exercise their professional judgement with confidence;
- 3) Protect staff from putting themselves in compromising situations.

It recommends that staff should:

1. Follow the policy framework when delivering Sex Education and adhere to the safeguarding policy and the structure of pastoral referral which already exists.
2. Familiarise themselves with legal obligations and adhere to them.
3. Make clear to students that the structure of pastoral referral limits absolute confidentiality.
4. Use their professional judgement as to when to use the system of referral although disclosures about matters such as illegal practices, pregnancy and abuse should be passed on to Student Services immediately
5. Err on the side of caution if in doubt – seeking early advice from Student Services. Give information impartially.

Prepared by Mrs F Fellows

Approved by the Governing Body:

*Christina M. Burgess.*

Signature:

Name: Mrs C Burgess, Chair of Governors

Date: 23<sup>rd</sup> September 2019

To be reviewed in 3 years

Date for review: October 2022