



## SEX EDUCATION POLICY

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# MARDEN BRIDGE MIDDLE SCHOOL

## SEX EDUCATION POLICY

### INTRODUCTION

Sex Education is a major component of the school's Personal, Social and Health Education. It is vital that pupils receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation that may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about physical aspects of sex, must be complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

In the drawing up a school's policy consultation has to have taken place with parents, governors, teachers and the school nurse.

The content, organisation, methodology, resources, outside speakers, materials used and teachers need to be considered. Pupils need to be encouraged to have good moral standards and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave sensibly in sexual matters.

Copies of this policy will be available to all concerned including the LEA, Headteacher, Governors, Teachers, Parents and the School Nurse.

### AIMS OF THIS POLICY

The following aims reflect those of the school and the aims of the cross-curricular themes used in PSE and show how Sex Education is delivered within the context of a moral framework.

- 1) To provide a broad and balanced Sex Education which:-
  - a) Offers full entitlement and access for all including pupils with special needs.
  - b) Operate in an atmosphere of mutual respect so as to encourage pupils to put forward and explore ideas.
  
- 2) Explore moral and sexual issues and values to:-
  - a) Provide pupils with positive attitudes, good patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships  
eg an understanding that both sexes have responsibility in sexual matters.  
The skills to identify, avoid, resist and report unwanted sexual experiences.
  
  - b) To foster self-esteem, self-awareness and a sense of moral responsibility.
  
- 3) To give pupils knowledge and understanding of the following in order for them to make informed choices:-

- a) The physical, emotional and social aspects of an individual's development as a male or female, personal relationships, responsible attitudes and appropriate behaviour.
  - b) Family life-the value and importance of a family, love and concern in caring for others.
- 4) To clarify the link between sexual practices and the transmission of HIV and STI's.
- 5) To approach Sex Education by a process of enquiry and investigation through a variety of methods.

#### OFFERING ADVICE

Staff will provide a general education about sexual matters and issues and not offer individual advice, information or counselling on sexual matters and contraception – however, the school nurse is available in a “drop in” session for pupils to go and discuss such matters. The Governors do feel, however, that the school nurse should not refer pupils to any outside agencies other than the family doctor. Staff should not give advice on sexual matters to a pupil if a parent has withdrawn that pupil from sex education lessons or give personal contraceptive advice to pupils under 16 for whom sexual intercourse is illegal without parental consent.

Teacher can, however, provide pupils with education and information about where and from whom they can receive confidential sexual advice eg the school nurse or their GP, but this is not to be encouraged as it is not part of the sex education programme. If questions about explicit sexual issues were brought up in lessons teachers would be expected to say, “I'm sorry but the school policy and legislation does not allow me to answer that question”.

#### CONFIDENTIALITY

Teachers must not promise confidentiality to a pupil if they find that the pupil may be at risk they must indicate clearly to the pupil when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not.

#### THE DIVISION BETWEEN SCIENCE AND P.S.H.C.E

The themes of parenting, relationships and ethical and moral issues of sex education are part of the PSHCE programme. The Science Department will deal only with the biological aspects of human sexual behaviour in timetabled lessons. PSHCE will cover AIDS, HIV, STI's, and aspects of human sexual behaviour other than biological aspects. In the work covered within these lessons parents can exercise their right to withdraw their child.

Teachers who are known and trusted by the pupils and have received relevant training best teach sex education. One of the staff at this school have received the training (5 days) to enable her to teach the subject successfully. The School Nurse (Jayne Cruddas ) is also available to enhance the quality of the provision providing staff with advance knowledge of the context of her talk.

#### LESBIAN AND GAY ISSUES

Pupils will not avoid the subject of homosexuality although teachers must take care not to advocate homosexual behaviour or encourage any kind of sexual experimentation.

#### EQUAL OPPORTUNITIES AND SPECIAL NEEDS

The nature of the work covered in sex education must be appropriate to the age of the children. Children with special needs will require more help than others in coping with the physical and emotional aspects of growing up.

#### INSET

All teachers involved in this work do not necessarily have to be “experts” on the issues concerned, however, they do require sensitivity to the needs of the year group, an ability to deal with questions openly and honestly.

#### MONITORING, EVALUATION & REVIEWING THE SEX EDUCATION PROGRAMME

The PSHCE Department will monitor and evaluate the effectiveness of this programme. This will be done through pupil feedback, staff feedback at departmental meetings.