

# LINGFIELD NOTRE DAME SEX EDUCATION POLICY

## Aims

- To support the personal and social development of all pupils.
- Develop knowledge and understanding about growth and development and human reproduction.
- Foster self-esteem, self-awareness and a sense of moral responsibility.
- Develop the skills to avoid and resist unwanted sexual experience.
- To ensure pupils have the ability to accept their own and others' sexuality.
- To express their feelings in positive ways.
- To enjoy adult relationships based on mutual respect and responsibility.

## Objectives

1. **To create a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups;**
2. To provide objective information about the physical, emotional and social aspects of human sexual development;
3. To develop awareness of sexual identity, to challenge sexism and prejudice in society and promote equal opportunities;
4. To develop a growing understanding of the risk of pregnancy, Aids and other sexually transmitted diseases and the motivation and skills to keep themselves safe;
5. To raise students' awareness of sources of help and enable students to acquire the skills and confidence to use them;
6. To develop pupils' self-esteem and self-improvement, encouraging pupils to view themselves in positive terms.

**Sex Education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.**

Pupils will be encouraged to appreciate the value of stable family life, fidelity, marriage and the responsibilities of parenthood. Care needs to be taken to ensure there is no stigmatisation of children based on their home circumstances. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual promiscuous sexual behaviour.

## Organisation and Management of the Programme

Sex Education may be found in many areas of the curriculum, but in particular in the Science, PSE and Religious Studies programmes. Science deals with the Compulsory National Curriculum requirements of AT2, life and living processes, PSHE and RE aims to help students cope with sexuality and personal relationships.

### National Curriculum Science covers at Key Stage 3

- That fertilisation in humans is the fusion of a male and female cell.
- About the physical and emotional changes that take place during adolescence.
- About the human reproductive cycle, including the menstrual cycle and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

## National Curriculum Science **covers at Key Stage 4**

- The way in which hormonal controls occurs, including the effects of sex hormones
- Some medical uses of hormones including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

**Religious Studies** addresses the moral issues concerned with sex education.

## **PSE**

Sex education is set in a moral framework and takes into consideration the emotional and psychological needs of pupils and stresses the importance of behaving in a socially responsible way. It is important that sex education is not isolated, taken out of context or over-emphasised in any way. For this reason it is fully integrated into a programme of Personal, Social and Health Education. The PSE programme will be monitored by the PSE Co-ordinator, the Deputy Head teacher and Heads of Year. The programme is evaluated annually following feedback from pupils and teachers.

A sex education programme is not just what is taught in the classroom. Pupils learn much from the general ethos of the school, from the staff and from their relationships.

## **The PSHE programme covers**

### **Key Stage 3**

- understand the need to have a responsible attitude to social behaviour
- be aware of rules and legislation relating to social behaviour especially that which seeks to protect the individual from exploitation
- be aware of a range of sexual attitudes and behaviours in society
- learn about the virus HIV and other sexually transmitted diseases
- recognise what is involved in setting up and maintaining a home, planning and having a family
- understand the relationship between diet, health and fitness
- discuss controversial issues from an informed viewpoint
- understand the effects of the media and advertising on attitudes and behaviour

### **Key Stage 4**

- know about factors which influence decision-making and be aware of the long and short-term consequences of decisions for the health of oneself and others
- understand other people's perspectives and their role in relationships
- recognise that individuals are responsible for the choices they make about sexual activity
- consider genetic inheritance
- explore factors affecting size of human populations
- understand aspects of Britain's legislation relating to sexual behaviour
- discuss controversial issues, e.g. abortion, In-Vitro Fertilization, attitudes towards AIDS and homosexuality
- consider the advantages and disadvantages of various methods of family planning in terms of personal preference and social implications
- be aware of the need for preventative health care and know what this involves in respect of sexual behaviour ref AIDS
- be aware of the statutory and voluntary organisations which offer support in human relationships
- be aware that feeling positively about sexuality is important in relationships; understanding the changing nature of sexuality over time and its impact on lifestyles

- be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement. Sex Education should be especially sensitive to the circumstances and needs of the children of divorced parents.

## Ground Rules

The use of 'ground rules' will help create a supportive climate for discussion. It will also establish a group which demonstrates trust and confidentiality, respect for privacy and the 'right to pass', respectful listening to the opinion of others, care and compassion. Sensitivity to religious beliefs will be an important dimension.

## Sensitive Issues

How sensitive issues are dealt with, i.e. teacher style and methods used, is crucial. Such issues will be presented in a broad, balanced way, free from sensationalism and personal bias and sensitively pitched to the level of pupils' needs and experience. Generally, pupils' questions will be answered sensitively in the classroom. However, where questions are of a delicate nature, or cause concern, advice will be sought before answering.

## Teaching Methods

The following teaching methods may be used: discussions, debates, brainstorms, role-play, data collection/analysis, quizzes, videos, Health Professionals, assemblies. The school will endeavour to ensure that children are protected from accessing unsuitable materials on the Internet.

## Child Withdrawal Procedures

**Good teachers have always taken a pastoral interest in the welfare and well being of pupils, but this function should never trespass on the proper exercise of parental rights and responsibilities. For this reason we seek the support of the parents in helping pupils to mature in a challenging world.**

**Parents wishing to withdraw their children from sex education should communicate their wishes in writing to the Deputy Head teacher. Parents will be informed by letter in advance of Science lessons and PSE lessons dealing with reproduction. There is also a leaflet sent out from the DfES.**

- 1 A parent does not have the right to withdraw from statutory orders in Science.
- 2 When a parent has requested withdrawal from Sex Education, it can apply to any lesson, e.g. Religious Studies, where it is known beforehand that Sex Education issues will be discussed. However, where Sex Education issues arise spontaneously and are not planned, withdrawal would not be appropriate.
- 3 Students who are withdrawn will be dealt with sensitively and will do some set work in the library.

## **Confidentiality & Informing Parent/Carers**

**Where an issue of Child Protection is suggested, children must not be promised confidentiality. But they must be reassured that information will only be shared on a 'need to know' basis.**

**Where adults have a concern that a child is being abused, or is at risk of being abused, whether the child says anything or not, they have a responsibility to report their concerns to the Child Protection Liaison Officer. All other issues will be referred to the Headteacher who will inform parents where appropriate.**

## **Summary of the Law on Sexual Behaviour**

The following is a summary of the main sexual offences in England.

### **Unlawful Sexual Intercourse**

The legal age for young people to consent to have sex is 16, whether you are straight, gay or bisexual. It is an offence for a man to have sexual intercourse with a girl under the age of 16. The consent of the girl is immaterial. Although the age of consent remains at 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation.

### **Incest**

It is an offence for a man to have sexual intercourse with a woman whom he knows to be his granddaughter, daughter, sister or mother. It is an offence for a woman of the age of 16 or over to permit a man whom she knows to be her grandfather, father, brother or son to have sexual intercourse with her by consent.

### **Rape**

It is an offence for a man to rape a woman. A man commits rape if (i) he has unlawful sexual intercourse with a woman who at the time of the intercourse does not consent to it and if (ii) at the time he knows that she does not consent to the intercourse or he is reckless as to whether she consents.

### **Indecent Assault**

A child under the age of 16 cannot in law give any consent which would prevent an act from being an indecent assault. Both boys and girls over 16 can give consent but, in the case of a girl that consent can be vitiated in certain circumstances (i.e. when there is fraud as to the nature of the act). An assault need not be physical, but may consist merely of conduct which causes the victim to apprehend immediate personal violence. The assault must be capable of being considered by right-minded persons as indecent.

### **Other Indecent Conduct**

- It is an offence if a person commits an act of gross indecency with or towards a child under the age of 14. This encompasses conduct of an indecent nature which falls short of assault.
- It is an offence to commit buggery with a human being or an animal. This does not apply where two men over the age of 16 consensually commit buggery in private.
- Homosexual activity between men is an offence unless the act is committed in private and both parties consent and have attained the age of 16 years.

### **Legal Capacity**

Until recently there was an irrefutable presumption in law that a boy under the age of 14 is incapable of sexual intercourse. The presumption has now been abolished by section 1 of the Sexual Offences Act 1993 and a boy under the age of 14 can, therefore, be convicted of rape, buggery or any offence involving sexual intercourse. Until recently it was necessary to prove in the case of a child aged between 10 and 14 that he knew that what he was doing was wrong. The Court of Appeal (Criminal Division) has recently held that this rule is no longer to be applied.

### **(From DfE Sex Education May 1994)**

Particular care must be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. The general rule must be that giving an individual pupil advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's

professional responsibilities. Teachers are not health professionals, and the legal position is tenuous. **Accordingly, a teacher approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour should, wherever possible, encourage the pupil to seek advice from his or her parents, and, if appropriate, from the relevant health service professional (e.g. the pupil's GP). Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances, the teacher should inform the head teacher. The head teacher should arrange for the pupil to be counselled if appropriate and, where the pupil is under age, for the parents to be made aware, preferably by the pupil himself or herself (and in that case checking that it has been done). Whether the specialist support services or the local education authority should also be involved will depend upon the particular circumstances involved and the professional judgement of the staff.**

**If there are any concerns regarding the safety or well being of a student do not hesitate to contact F. Halpin (CPO)**

**For more guidance refer to Surrey safeguarding Multi agency Protocol for professionals working with sexually active young people under the age of 18 in Surrey.**