

Sex and Relationships Education Policy
John Colet School

'Sex and relationships education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills, values and attitudes'

Sex Education Forum 1999

Aims of Sex and Relationship education at John Colet School

To help and support young people through their physical, emotional and moral development

To help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood

To help students deal with difficult moral and social questions

The three main elements of Sex and Relationships education

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

How Sex and Relationships Education is provided at John Colet School

- Within the school curriculum in science and humanities lessons
- Within the framework of a PHSE programme. A team of teachers delivers the lessons with input and advice from the school health nurse.
- The drop in facility. This service is available to all of the students and is staffed by the school health nurse
- The School counsellor provides help and advice to students
- There is a partnership between the school and the Wendover Health Centre that enables female students to be referred if there are any concerns about pregnancy or sexual health. This is a confidential provision overseen by the deputy designated child protection officer at the school.
- Programmes for vulnerable/at risk students are organised by the inclusion unit manager.

Topics Covered in Sex and Relationships Education at John Colet School in the PHSE Programme

Year 7	Settling in at a new school; friendships; bullying issues
Year 8	Friendships; relationships; love; puberty; self esteem
Year 9	Personal safety; health choices; self esteem ; teenage pregnancy
Year 10	Self esteem; sexual health; risky behaviour
Year 11	Sexual health; risky situations/behaviour

The expected outcomes of Sex and Relationships education

- Increased knowledge and understanding of the topic
- Students are confident enough to ask questions
- Students learn to value themselves
- Individuals/students respect one another and one another's views
- Individuals have the right to form their own opinions
- In class discussions students have the right to express their own beliefs within agreed ground rules. Sexual behaviour (like all behaviour) should be something that takes place within a framework of respect for oneself and for others underlying this is a respect for the responsibility that accompanies all relationships, including those of the family.

Monitoring and evaluation

- Student feedback questionnaire conducted after the PHSE lessons
- Feedback from the School Council
- Tutor feedback to the PHSE co-coordinator about the sex and relationship content of the programme
- Review meeting of those involved in delivering the courses at the end of the year
- Confidential information about particular students

The right to withdraw

As agreed by the Governors, the school's Sex and Relationships Education Programme is taught when and where appropriate within the curriculum. Most of the teaching falls within the area of PHSE, which is covered through the Active Tutorial Programme. Elements of sex education are also found in the science curriculum and humanities curriculum. Parents have the right to withdraw their son/daughter from the sex education programme if they wish. Parents wishing to discuss this further should contact the Headteacher at the school.

This statement is written in the school prospectus.

A letter at the start of the academic year informs parents about Sex and Relationships education; this letter reminds them of the right to withdraw.

Confidentiality

- Staff cannot promise total confidentiality
- If a student discloses information which is sensitive and the student asks that this should not be passed on, the request should be honoured unless this is unavoidable; for example if there is an issue relating to child protection or it is felt that external agencies need to be involved or parents informed. Students are told that staff cannot promise total confidentiality
- Every effort should be made to secure the student's agreement before information is shared.

C. McGinnity
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