



FINHAM PARK
MULTI ACADEMY TRUST

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SEX EDUCATION POLICY

Finham Park School
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FINHAM PARK SCHOOL
POLICIES/SEX ED

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Executive Headteacher: Mark Baillie
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1 The School

Context statement about individual school to go in here

2 Policy Formation and Consultation Process

It is recognised that 'Sex Education' is part of a SRE education (Sex and Relationships Education) and is a developmental educational requirement based on the nature of changing relationships as our students grow older.

It is recognised that effective Sex Education:

- needs to be open and honest
- needs to recognise the developing maturity of students at differing age groups
- needs to respond to individual need and be adapt to changing societal norms / issues
- needs to be progressive and build on the work delivered in Primary – though it needs to be recognised that the amount and quality of SRE delivery in KS2 is hugely variable, and that students from Yr7 will have many different starting points regarding their knowledge, understanding and ability to respond maturely to SRE topics.
- needs to respect various religious and cultural attitudes represented in the MAT schools' communities
- needs to operate in accordance to statutory demands and the recommendations of the PSHE framework

As already mentioned, it is also vital to acknowledge that Sex Education fits into a wider context, of Sex and Relationships Education. SRE should stress the skills involved in any relationship and all Sex Education teaching should reflect the guidance that sexual relationships are best dealt with and explored within a stable relationship.

3 Aims and Objectives

Finham Park MAT specifically aims:

- 3.1 To deal with sex education in an honest, informed, balanced and sensitive manner.





- 3.2 To work with the principles outlined in paragraph 4 below.
- 3.3 To work, when felt appropriate, with parents as outlined in paragraph 9 below.
- 3.4 To monitor schemes of work and lesson activities in order to make appropriate changes, such as additions or deletions of material, alterations of teaching methods, the use of student and parent voice, to make the curriculum as relevant, interesting and varied as possible.
- 3.5 To provide a sensitive, caring and carefully structured approach to sex education, making full use of the skills of staff from a variety of subject disciplines, and of adults other than teachers where appropriate.
- 3.6 To realise that sex education does not exist as a separate subject, but rather finds its natural place within PSHE and at relevant stages within Citizenship, Science, and Religious Education, for example.
- 3.7 To signpost appropriate services and sources of advice and guidance, for those students who may need them
- 3.8 To make the link between unsafe and inappropriate sexual behaviour, and alcohol use
- 3.9 To reduce the potential risk of harm that students may be placed in, regarding sexual behaviour, Finham Park MAT recognises that issues regarding CSE (Child Sexual Exploitation); other issues connected with safeguarding and the appropriateness of relationships; consent and promiscuity; and FGM all need to be sensitively dealt with where appropriate.

4 **Moral and Values Framework**

- 4.1 Teaching about the physical aspects of sexual behaviour are best set within a clear moral framework which stresses the positive values of stable loving relationships of all types, and respect for the individual.
- 4.2 Pupils must be brought to understand the aspects of the law which relate to sexual activity.
- 4.3 Controversial sexual matters must be treated in a balanced and factual way by staff, with due consideration to the major ethical and legal issues involved. Important in this is to recognise the increased exposure and familiarity that students may have with





sexual images through all types of the media, especially the Internet, and that the viewing of pornography is likely to be a regular activity for some students. In addition, new media and its link to cyberbullying should be tackled, and also the use of technology to send sexual images (ie 'sexting'). Students need to be made aware of the risks involved in any type of digital image or social media conversation, and how issues of privacy, child protection and abuse could be connected. Social Media develops rapidly and the prevalence of communication platforms and apps linked to inappropriate sexual behaviour need to be recognised.

- 4.4 MAT Schools have a clear responsibility to warn pupils of the health risks of sexual behaviour, particularly in relation to the spread of sexually transmitted diseases, the emotional hurt which premature sexual relationships can cause, and the problems connected with becoming a teenage parent.
- 4.5 Our aim must be to bring young people to assume total responsibility for their own individual bodies and actions in sexual matters and provide the sufficient level of knowledge, reflection and guidance to make this possible.
- 4.6 To engender greater tolerance of all, regardless of their sexual orientation.

5 Content of Programme

- 5.1 Students are able at an early age to understand and assimilate basic facts about human reproduction and sexual behaviour. The MAT schools intend to build on the work done in Primary education, ensuring that by the end of KS3 all pupils will have been given a clear and straight forward account of not just human reproduction, but the role that sex may play in adult life, and the inherent risks involved – as well as the nature of building positive relationships, and developing emotional and behavioural maturity.
- 5.2 During the period of adolescence it is the aim of the programme to present knowledge and guidance in an objective and balanced manner to enable pupils to comprehend the range of sexual attitudes and behaviour in present day society; to know what is and what is not legal, and to consider their own attitudes in order to make informed, reasoned and responsible decisions about their own behaviour, both while they are at school and in adulthood. Students are encouraged to appreciate the values of stable and considerate relationships and of the responsibility of parenthood.

Pupils are also taught techniques which support them in resisting the negative influence of peer pressure; the nature of consent; and assumptions regarding sexual behaviours and promiscuity.





- 5.3 SRE will always be inclusive and promote tolerance and respect (see 4.6). It is recognised there may be students who may not be heterosexual and SRE must cater for their needs and questions as well. SRE will explore issues of sexuality, and while it is acknowledged that the majority of students will be heterosexual and that programmes of learning will need to reflect this, balanced and responsible teaching must respond to the needs of all students, irrespective of sexuality.
- 5.4 There are many opportunities within the wider curriculum to consider how sexual relationships can vary from those that give happiness and fulfilment to those that are wholly inappropriate. There are many cross curricular opportunities (ie English, Drama, RE) to reinforce messages regarding SRE.

6 **Equal Opportunities**

All teaching must follow the Equal Opportunities Policy. Great care must be taken by the class teacher to ensure that the perceptions of male and female students are sensitively handled. Likewise those from differing cultural and / or religious backgrounds. Members of staff and outside speakers should be aware of the nature of Equal Opportunities and its application to sex education.

7 **Organisation of School Sex Education**

- 7.1 Sex Education at NAME SCHOOL HERE is co-ordinated and planned by ROLE NAME HERE
- 7.2 Delivery is through the PSHE / Citizenship Team, with support from external agencies where appropriate.
- 7.3 All staff can be provided with CPD as appropriate, as all staff must be provided with opportunities to ensure that they not only have the factual knowledge necessary, but also that they are comfortable with the attitudes and teaching methodologies that underpin each aspect of the programme.
- 7.4 A range of delivery methods are encouraged. These include class discussion, paired work, ICT, drama, use of written resources, DVDs, presentations. Controversial issues will be dealt with by adopting a policy of suitability and appropriateness for age being taught.





7.5 Classes will always be mixed. Occasions may arise when single sex sessions are more appropriate, ie menstruation lessons in KS3. When these situations do arise it is felt that both groups should know the reasons for the split. It is important that both genders learn about and can empathise with situations, emotions and physical development which involve each gender, given the emphasis on sexual activity as part of consensual, respectful and loving relationships.

7.6 **Curriculum Entitlement**

It is hoped that the programme described here will be acceptable to all families and there will not be a need for any child to be withdrawn. Indeed, Governors believe that the very fact of withdrawal can itself be damaging to a child: it is very much hoped that parents with specific concerns will discuss with the school how these may be met so that the programme may perhaps be modified to accommodate their wishes. It is of course still the entitlement of parents to withdraw their students from SRE lessons. If this occurs, then alternative provision will be provided.

7.7 The programme is reviewed regularly and can involve consultation with:

LA and external agencies
Other PSHE Co-ordinators
Faculty Staff
College Heads / Leadership Teams
Parents
Students

7.8 A range of resources are used and it is the aim to keep these as relevant and up to date as possible. All resources should be appropriate to the age and ability of the group using them, and staff are encouraged to use programmes / resources as they see fit.

8 **Specific Issues**

8.1 Members of staff are not to give any advice to individual pupils – For Example about contraception, but are to direct pupils to suitably qualified health professionals, e.g. School Nurse, GPs, etc. In the context of a sex education lesson, knowledge about contraception should be given to the group, e.g. methods of operation, suitability, availability.





- 8.2 Total confidentiality is **not** always possible between a member of staff and a student, and students should be made aware of this. However, confidentiality must exist amongst those members of staff who may need to act upon the student's information, and again students should be made aware of this. Link to Child Protection Policy here?
- 8.3 Child abuse procedures and bullying procedures are provided in NAME RELEVANT DOCS HERE
- 8.4 All parents have the legal right to withdraw their child from sex education classes (see paragraph 7.6 above). Parents will be informed of this right before their child begins at the school via the current prospectus does not...how do we cover this?
- 8.5 Groups or Individuals with particular causes or beliefs who may seek to influence the Sex Education Policy will not be allowed to do so. This does not preclude parents' individual rights to withdraw their child from aspects of the programme.

9 Working with Parents

- 9.1 Parents should be informed through MAT school documentation / websites etc that Sex Education will play a part in their child's education during their time at school.
- 9.2 Information about SRE given to parents should be evaluated and renewed to ensure it is up to date.
- 9.3 Member schools of the MAT must be sensitive to the views of parents about the sex education which their children receive, and should be encouraged to discuss and explain the manner in which sensitive and controversial issues are to be raised. This can be done through various mechanisms (ie parental focus groups, surveys etc) and it is felt right that parents should be contacted at appropriate intervals, to consult as SRE teaching changes and develops.

10 Dissemination

The policy can / will be made available to:

- any present or prospective parent of pupil of MAT schools;
- any visitor with an input to the sex education programme;
- any member of staff involved in the delivery of sex education at MAT schools;





- All College Leaders, Subject Leaders and Leadership Team or equivalents within the MAT

11 **Responsibility**

- 11.1 MAT Board Directors have in accordance with Circular Number 5.94 – Education Act 1993 : Sex Education in Schools reviewed the school's sex education policy to make sure that it complies with the requirements of the law.
- 11.2 The Headteacher has overall responsibility for ensuring the programme to be devised is in accordance with this policy; for presenting it to the MAT Governors; and for causing it to be reviewed annually as specified in part 7.7.
- 11.3 The Headteacher will designate a named person on the staff who will co-ordinate the design and delivery of the programme and arrange / deliver appropriate CPD for staff. Presently Daniel Ratcliffe, Faculty Head, Social Sciences holds this position at Finham Park Other schools will need to adapt with their specific details here.





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Written by D Ratcliffe
Reviewed:
Reviewed:
Revised:

June 2010
29 May 2012
October 2014
December 2015

Approved by Governors:

2 October 2012

Approved by the Board
Signed:

10 May 2016
Signed:

MARK BAILIE
Executive Headteacher
Date: 10/05/2016

Board Member
Date:10/05/2016

Signed:

PETER BURNS - Chair of the Multi Academy Trust

