



SEX & RELATIONSHIPS POLICY

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PETaL



Wallingford School

Sex & Relationships Policy

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1. WHY WALLINGFORD SCHOOL CONSIDERS SEX EDUCATION TO BE IMPORTANT

- a. Learning about sexuality and relationships is a lifelong process and occurs in both formal (e.g. the classroom) and informal settings (e.g. the home, the playground, the community).
- b. Sex Education is needed to ensure sensitive support for children and young people as they grow and mature in a challenging world. Partnership between caring adults: parents, teachers and governors are required.
- c. Sex Education should respect individual differences and seek to promote values common to all faiths and societies that respect human life and dignity. Morals and morality are essential dimensions of sexuality and relationships.

2. DEFINITION

- a. Sex Education is an umbrella term for all the learning we need, in order to understand our own and others' sexuality and to develop skills for informed decision-making and relationships.

3. OVERALL AIMS

- a. To support the personal and social development of all students.
- b. To encourage students to accept their own and others' sexuality and to enjoy relationships based on mutual respect and responsibility, free from any abuse.

4. OBJECTIVES

- a. To create a programme for learning which caters for students' needs and is sensitive to individuals and groups.
- b. To provide information and access to information appropriate to the needs of students.
- c. To enable students to understand and accept that there are variations in rates of growth and development (physical, emotional and social).



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- d. To encourage students to recognise the value of loving and caring relationships.
- e. To encourage the continuing development of skills in all aspects of personal relationships such as communication, assertiveness, decision-making and problem-solving.

5. PRINCIPLES FOR ORGANISATION AND MANAGEMENT

- a. Aspects of Sex Education will be taught in all Years, 7-13, and developed in greater detail or revisited according to students' needs and their levels of maturity. Key approaches will be those which allow for student involvement and participation, taking into consideration students' perceptions, experience and needs.
- b. Sex Education will be taught as an integral part of the PSHE (Personal and Social Education) Programme, delivered by form tutors and in Science lessons including National Curriculum material.
- c. Issues relating to Sex Education may also arise in other curriculum subjects and will be treated with sensitivity by the teachers concerned. Where this is a planned element of the curriculum this should be highlighted to families alongside the Curriculum Statement on the website. This enables families to be aware of issues as they may arise or, if they feel it appropriate, withdraw the student from specific lessons or topics.

6. THE RIGHT TO WITHDRAW A CHILD FROM SEX AND RELATIONSHIPS EDUCATION

- a. Parents have the right to withdraw their child from the taught elements of Sex and relationships education. Sex Education. Where this occurs in the PSHE programme a family can contact the relevant Head of House and make the request. We would normally hope to have a meeting to see if there is some way to facilitate taking part in at least part of the programme. This will be done with respect to the views on both sides, and the understanding that the decision sits with the family. We would normally arrange for the students concerned to come in later on that day or work quietly in the library.
- b. It should be noted that this does not inhibit the unplanned elements of sex and relationships education that occur throughout a normal school day. Nor



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does it enforce a level of censorship for those students taught alongside the student who has been withdrawn.

7. THE MONITORING AND EVALUATION OF THE POLICY.

- a. The Deputy Headteacher responsible for pastoral provision will be responsible for oversight of the PSHE programme and its delivery. Within this Sex and relationships education is clearly an important element. The Programme of Study will be reviewed annually, with a view to seeking areas of improvement. The views of students will be taken into account in this process.

- b. The delivery of sex and relationships education, as with all PSHE, is at least as important as the teaching of academic subjects. PSHE lessons will be monitored for the quality of the teaching and a judgement given, as for other subjects. Heads of House are expected to maintain monitoring and evaluation schedules that include the quality of teaching in this area.

THE REVIEW PERIOD.

This policy should be reviewed by the PETaL Committee, and submitted to the Full Governing Body for adoption every two years.



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Appendix

CURRICULUM AREAS THAT ADDRESS ELEMENTS OF SEX AND RELATIONSHIPS.

Psychology:

Year 12- The impact of Biology on Psychology.

Sociology;

A Level- Feminism and Representation.
Component 1 Section A - Sexual Identity
Students need to understand what sexual identity is and how it is formed (nature vs nurture).
Component 3 Section B - Crime & Deviance. Rape comes up as a type of crime

English;

- Y7 - The Greek myths mention sex but only references
- Y8 - *Curious Incident* - talks about the characters 'doing sex' There is also quite challenging language.
Macbeth - Lady Macbeth uses quite sexualised language
To Kill A Mockingbird - references rape
- Y9 - *Romeo and Juliet* - references sex fairly frequently
- Y10 & 11- A whole unit on poems about 'Love and Relationships' - quite a lot of these mention sex fairly explicitly.
'An Inspector Calls' - rape
Much Ado About Nothing - talks of sex and affairs

Families have raised issues in the past regarding language and/or themes in these texts. It might be wise to read them and contact the English Department with any concerns you may wish them to be sensitive to regarding your child's possible reaction.



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Geography;

Year 8 - Year 8 - As part of a unit on Africa we study the HIV pandemic, including the causes of infection.

This unit does raise issues to do with the transmission of HIV through sexual intercourse and elements of sexual behaviour surrounding this. The issues raised are ahead of the PSHE programme. It has been raised as an issue in the past, so parents may wish to seek more detail from the Geography Department. We would advise families to be wary of the internet research involved, especially 'below the line' comments on some websites.

Modern Languages;

A Level- France and Germany is covered. This involves discussion of things like gay marriage, gay adoption, different family models within the context of France and Germany.
German A level one of the works set by the exam board is a film with some scenes of a sexual nature - the context is an exploration of the destructive effects of the culture of surveillance in East Germany on relationships.

History;

Year 7 - Medieval marriage

Year 8 - Reformation/Henry VIII/Bloody Mary/Elizabeth

Jack the Ripper in the Industrial Revolution and Slavery

Year 9 - Holocaust

Year 10 - Medicine focus on syphilis and STI

Nazi Germany Lebensborn

Year 11 - Elizabeth succession and virginity



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Year 12 - England 1625-1701 - laws of succession, religious politics and extremism

Russia- Rasputin

Year 13 - American Civil Rights

Witchcraft

ICT

Year 7 - Safety online, which includes some relationship and gender issues.

Year 8 - Reminder of year 7 with touch briefly on illegality of sexting

Year 9 - Sexting covered in more detail using the 'think u know' from click child protection online website

Religious Studies;

Year 9; Ethics (Guidance lesson considers issues such as abortion, rape, infidelity)
Prejudice and Discrimination (Sexism lessons, Holocaust lessons)
What value Religion? (lessons explore Religion, Relationships and Family)

Year 10 and 11 Religion and life (abortion and conception) sex before marriage, crime and punishment focuses on rape.

In year 13 Sexual ethics.

Science;

Year 7 - The factual elements of plant and animal reproduction and adolescence.

Biology;

Year 10 - A lesson on gonorrhoea

Year 11- The differences between barrier and hormonal types, the female menstrual cycle and associated hormones, the need for IVF,



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how characteristics are inherited from parents and the way that egg and sperm cells are made.

Health and Social Care;

Sixth Form dysfunctional families, domestic abuse and abuse in H & Sc settings. We do show a BBC programme clip about abuse in a care home.

Year 10 and 11

As part of Care values and reasons why it is important to use them -but not covered in detail. We do show a BBC programme clip about abuse in a care home. Abuse at home is also covered and how social & emotional development is affected but no video shown - only photos where physical domestic abuse is implied