



The Duke of York's
Royal Military School

Sex and Relationship Education Policy

Date of Approval by Principal:

Oct 2020

Signed: Mr Alex Foreman

Reviewed and agreed by the SLT in 2021.

Last reviewed:	February 2014 May 2015 May 2016 May 2017 May 2018 May 2019 Oct 2020
Next review:	Jul 2021

ETHOS AND BOARDING AIMS

Ethos

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

Boarding Aims

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which **all** students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote good manners and develop social skills.
- To promote the “student voice” in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

Background and Legal Position

The Education Reform Act (1988) requires that:

'All Schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral cultural, mental and physical development of students at school and in society.' (E.R.A. 1988)

Sex and Relationships Education was further clarified in the 1993 Act requiring all schools from September 1994 to include specific *Sex Education*, which includes teaching about HIV and AIDs along with that of other sexually transmitted diseases. Governors are required to make available to parents, on request, their written policy on Sex and Relationships Education.

Sex Education

Sex and Relationships Education is a part of the *Personal, Social Health and Economic Wellbeing Education* curriculum organised and overseen by the PSHEE Co-ordinator and delivered through PSHEE lessons and by outside speakers (see PSHEE policy).

Science as a core National Curriculum subject has statutory units on human reproduction and the physical changes, which take place during adolescence.

PSHEE looks at areas of emotional change as well as at choice and responsibility. Content has been selected with regard to what is appropriate to each age group and includes:

- Family and friendship
- Puberty
- Healthy and unhealthy relationships
- Consent
- Exploitation
- Sexting
- Pornography
- Peer/society pressure for sex
- Contraception and responsibility
- STD's including HIV and AIDs
- Abortion
- Sexual Orientation and different forms of identity
- Education for parenthood

Sex and Relationships Education is set within the context of lasting serious relationships and the importance of family life which most students will interpret as consisting of a mother and a father but recognising that many of our students are from other sorts of families.

The School strives to promote certain morals and values:

- to help students cope with the physical and emotional challenge of growing up.
- to prepare students for the responsibilities and experience of adult life.
- to make students aware of the broader emotional and ethical dimensions of sexual attitudes against the background of moral considerations and the value of family life.

Withdrawal from Sex and Relationships Education

Parents have the right under the Education Act to withdraw their children from part or all of Sex and Relationships Education. This does not include the statutory units taught in Science. It is always regretted when parents uphold this right and we are pleased that the Government is proposing, within the new Citizenship specifications, to make an education resource pack available for parents who want to provide sex education within their own family.

Parents who want to withdraw their children should contact the PSHEE Co-ordinator to discuss their concerns and to look at ways the School can support the family in this area.

Sex and Relationships Education Delivery

Sex and Relationship Education is part of a planned, cohesive, and coherent Health Education Programme, delivered in all years from Year 7 to Year 11. Students will receive SRE through PSHE lessons, some aspects will also be addressed in other curricular areas and year group workshop or assemblies.

Curricular links with Sex and Relationship Education:

Science

The following is covered within the compulsory Science syllabus:

1. Biological reproduction.
2. Inherited differences, chromosomes, genes.
3. The growth and development of the foetus.
4. Hormonal control, sex hormones.

Statutory Religious Education - KS4

The following is covered within the statutory RE syllabus:

1. Sex, marriage, and divorce.
2. Families and gender equality.
3. Origins and value of human life - abortion.

Organisation of Teaching and Learning

Methodology will be varied including DVD, discussion and debate, role play, worksheets, theatre in education and problem solving.

Confidentiality

Effective Sex and Relationships Education should enable and encourage young people to talk openly and honestly. The teacher should ensure that students are made aware that if they receive information or believe that there is a child protection issue to be addressed, they will refer the case to the Designated Safeguarding Lead (DSL). Students should understand confidentiality cannot be kept. Training around confidentiality will be provided to all teachers.

Sensitive or Controversial Topics

During sex and relationship education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

1. Teachers should establish a set of ground rules so that young people are aware of parameters.
2. Discussions should be informative, at the same time trying to avoid the development of bias and prejudice.
3. Any concerns about sexual abuse **MUST** be followed up under the School's Safeguarding and Child Protection procedures.

Safeguarding and Child Protection

Disclosure on matters relating to child sexual abuse are dealt with in the School's Safeguarding and Child Protection Policy.

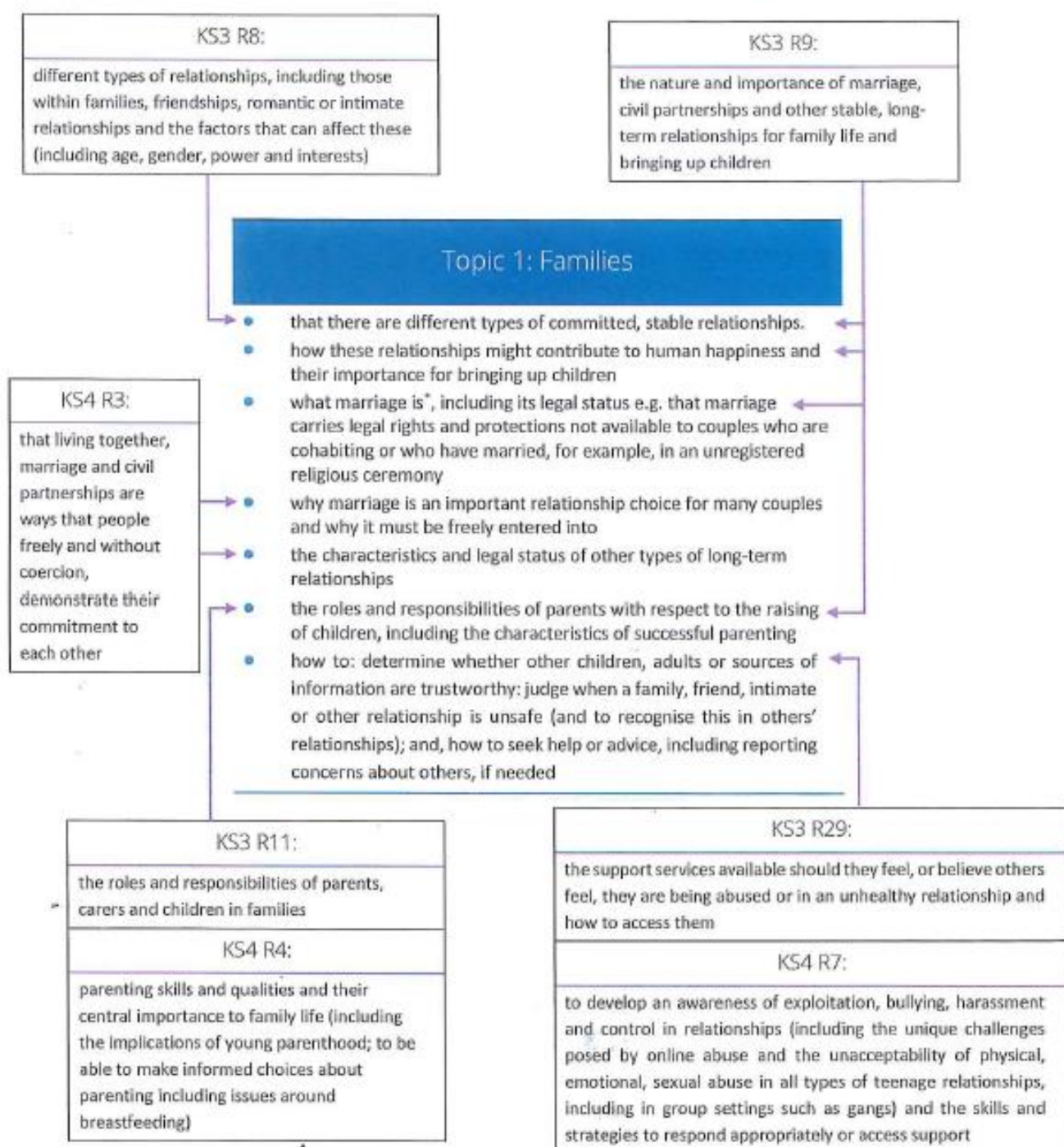
Equal Opportunities

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the School's Behaviour policy.

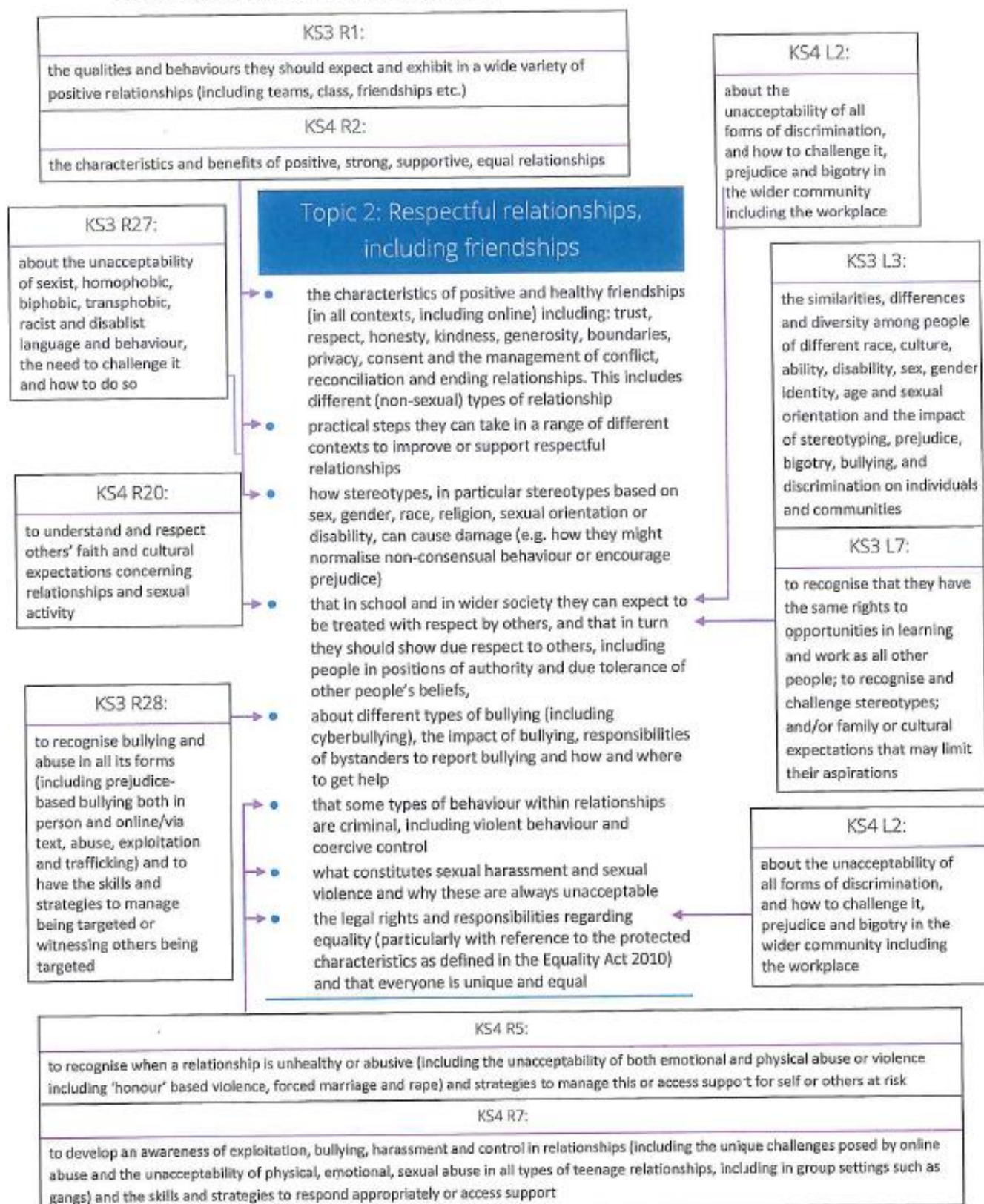
Organisation and Training

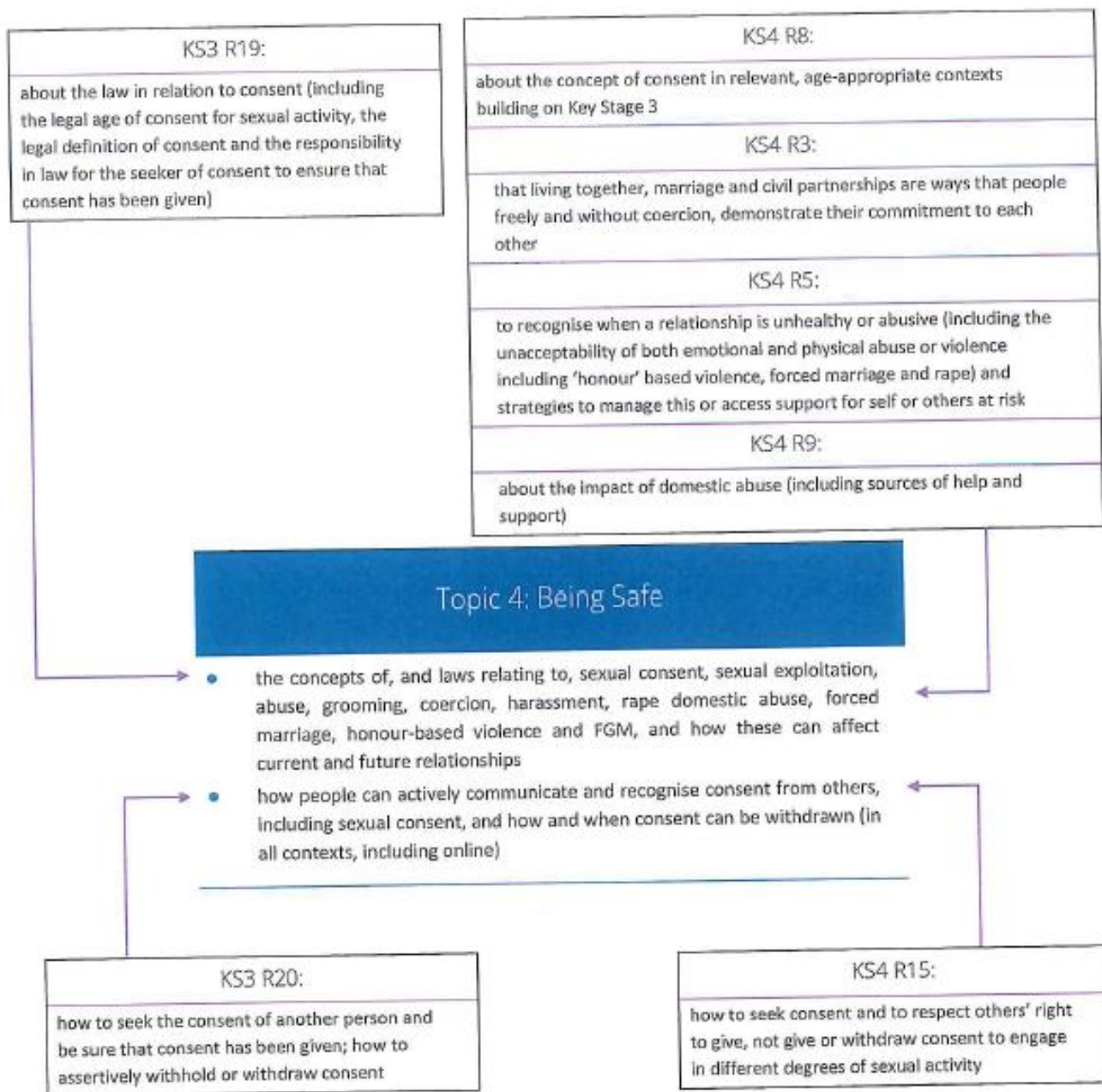
In line with the School's Staff Development policy, all staff will be regularly informed of current educational changes. Where and when appropriate, staff involved in the delivery of sex education will have access to training. Appropriate use will be made of Medical staff, the School Counsellors and outside agencies including Health Promotion Unit, Sexual Health Clinic Nurse, Metro Charity etc. Any visitors used to help in the delivery of the Sex and Relationships Education Programme will be clear about the boundaries of their input, relevant School policies and their work will be planned and agreed prior to delivery.

Relationships and sex education: Key stages 3 and 4



* Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.





KS4 R24:
the reasons why parents choose to adopt/foster or to place children for adoption/fostering
KS4 R25:
about abortion, including the current legal position and the range of beliefs and opinions about it
KS4 R26:
the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

... Topic 5: Intimate and sexual relationships, including sexual health (continued)

- the facts around pregnancy including miscarriage**
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

KS4 R22:
about accessing and the correct use of contraception (including emergency contraception) negotiating condom use

KS3 H12:
that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

KS4 H6:
to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

KS3 H28:
the personal and social risks and consequences of substance use and misuse
KS4 R18:
to recognise the impact of drugs and alcohol on choices and sexual behaviour

** Not covered explicitly, however, this is being reviewed as we update the programme of study

Role of Parents

Parents can be assured that every effort will be made not to offend moral, cultural and religious values and beliefs.

Monitoring and Evaluation

The following procedures are in place to monitor and evaluate the content of the course:

1. Student evaluation

The people best qualified to judge the effectiveness of the Sex Education programme are the students themselves. The PSHEE Co-ordinator makes a point of listening to them in order to gauge their reactions. The PSHEE Co-ordinator will report the need for any modifications to the Principal.

2. Staff evaluation

Science staff will evaluate progress in understanding about relationships. Tutors will try to evaluate progress in maturity. The need for any modifications to the programme will be reported to the Principal.

3. Curriculum Governors' review

Governors will be kept informed of student and staff evaluation by the Principal and will be given the opportunity to visit Sex Education lessons as they wish.

Special Mention

1. Reassurance

Young people can sometimes feel unduly worried, embarrassed, or even scared about sexual matters. At The Duke of York's Royal Military School there will always be an experienced and sensitive adult in whom to confide. These adults will also be available to listen to parents. Students can also use Confide to raise any concerns they may have.

2. Protection

Special watch will be kept over any student who is vulnerable in any way, arrangements will be made for counselling where necessary and a suitable risk assessment will be carried out.