



SEX EDUCATION POLICY

Finham Park School
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Headteacher: Chris Bishop
Chair of Governors: Parneet Kang





The School

Finham Park School is a mixed 11-18 comprehensive with approximately 1500 students on roll. It serves a suburban area of South East Coventry. The full ability range is represented, but the average attainment level of intake may be said to be above the norm for the city. A large percentage of the students come from a variety of ethnic backgrounds. There is no particular religious affiliation.

Policy Formation and Consultation Process

This policy builds upon the work of previous Co-ordinators of PSHE and Faculty Leader of Social Sciences, reflecting the changing needs of delivering high quality Sex Education to students, and the way in which Sex Education has adapted to changing societal demands and how PSHE has been integrated into the curriculum. It is now recognised that 'Sex Education' is a major constituent of RSE education (Relationships and Sex Education) with a focus on the developmental educational requirement based on the nature of changing relationships as our students grow older, as well as learning about healthy sexual relationship and bodily changes.

The policy has been reviewed in 1991, 1998, 2001, 2004, 2010, 2012, 2014, 2015 (when FP became a MAT) and 2018. Throughout this process it has been 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 needs and be adaptive of changing societal norms / issues
- needs to be progressive and build on the work likely to have been done in KS2 – though it needs to be recognised that the amount and quality of SRE delivery in KS2 is hugely variable within Finham's feeder primaries, and that students from Yr7 will have many different starting points regarding their knowledge, understanding and ability to respond maturely to RSE topics.
- needs to respect various religious and cultural attitudes represented in the school community, and that the cultural mix within Finham Park is becoming more diverse. FGM is a connected issue
- needs to operate in accordance to statutory demands and the recommendations of the PSHE framework
- highlights the growing dangers to students of technology and social media usage, the dangers of certain types of pornography, and the prevalence in society of increasing sexual exploitation



From 2009 Finham Park was involved a LA programme aimed at the production of a core package of activities and approaches, to be delivered to all students across the city. Coventry as a city has been highlighted nationally, when looking at figures regarding teenage pregnancy / fatherhood, prevalence of STI's, number of teenage abortions etc, as an area of special need in both the provision of services, and, as a proactive measure, looking at the quality of RSE and raising its profile if needed. While Finham Park has over recent years had few cases of student pregnancy, student fatherhood or abortions, it is obvious that the messages and delivery of the core package needs to be adopted in all schools irrespective of socio – economic or cultural background.

Work with the LA and other schools to construct the core package has now ended, but led to the creation of the besavvy website and materials. Rates of teen pregnancy within the city have fallen since the programme's adoption. This can be found on <http://www.besavvy.org.uk>.

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**

As a school, Finham Park 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 other subjects such as Science and Religious Education, as examples.
- 3.7 to signpost appropriate services and sources of advice and guidance, for those students who may need them. This may include sexual health advice resources, eg found on <http://www.besavvy.org.uk/>. Finham Park will not be involved in handing out, for example, free contraception (condoms) as this is not felt as the best method of promoting sexual health and responsibility.
- 3.8 to make the link between unsafe and inappropriate sexual behaviour, and alcohol use
- 3.9 to make clear to students of both genders, the challenges and dangers which social media use and modern technologies may present regarding sexual behaviours.

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 social media, and that the viewing of pornography is likely to be a regular activity by a large number of 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', 'revenge porn' etc). 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, sexual exploitation, child protection and abuse could be connected.



- 4.4 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.
- 4.7 To be aware of the signals / signs of FGM within the school community.

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 school intends to build on the work done in KS2, to ensure 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 resist the negative influence of peer pressure and assumptions regarding sexual behaviours and promiscuity.
- 5.3 SRE at Finham Park will always be inclusive and promote tolerance and respect (see 4.6). It is recognised there are likely to be many students who may not be heterosexual and RSE 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 curriculum as a whole to consider how sexual relationships can vary from those that give happiness and fulfilment to those that are wholly inappropriate.



6 **Equal Opportunities**

All lessons in school must follow the school's 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 Finham Park is co-ordinated and planned by Faculty Leader of Social Sciences.

7.2 Delivery is through the PSHE Team, with support from external agencies where appropriate. Other subjects also play a part (eg RE and Science) to deliver certain elements of well-rounded RSE, eg sexual ethics, anatomy and development.

7.3 All staff who have been timetabled to deliver 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. It is acknowledged that due to staffing constraints that PSHE will often be delivered by non – specialists.

7.4 A range of delivery methods are encouraged. These include class discussion, pair work, ICT, drama, use of written resources, DVDs, presentations, internet resources. 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, though timetables where lessons are not blocked means that this is unlikely. If 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**

Governors very much hope that the programme here described will be acceptable to all families and there will not be a need for any children to be withdrawn. Indeed, Governors believe that the very fact of withdrawal can of 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 RSE 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, eg sexual health professionals

Other PSHE Co-ordinators

Faculty Staff

College Heads / Leadership Team / PLC staff

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.

7.9 Liaison between Secondary Schools and Partner Primary Schools is an area of development which was created by the LA through the work on the core package. LA involvement within Coventry has now finished; however, the creation of the wider MAT will hopefully ensure that cooperative development of RSE resources and methodologies can continue.

8 **Specific Issues**

8.1 Members of staff are not to give any advice to individual pupils re Contraception, but are to direct pupils to those suitably qualified health professionals, e.g. service advertised on <http://www.besavvy.org.uk/>, GP's, 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 - issues of confidentiality and appropriateness can be an issue if staff are to give individual advice.

8.2 Staff and students need to be aware within lessons of the need to be confidential and not to mention names of students or adults within the context of topics within RSE. Students should be made aware of the need for child protection and safeguarding. Students who may make individual



disclosures need to know that staff may need to act upon the student's information and refer it as appropriate.

- 8.3 Child abuse procedures and bullying procedures are given in separate policy documents.
- 8.4 All parents have the legal right to withdraw their child from sex education classes, but see paragraph 7.6 above. Parents will be informed of this right before their child begins at the school via the school prospectus which contains information about the programme.
- 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 right to withdraw their children from aspects of the programme.

9 **Working with Parents**

- 9.1 Parents should be informed through school documentation / websites etc that Sex Education will play a part in their child's education during their time at Finham Park.
- 9.2 Information about RSE given to parents should be evaluated and renewed to ensure it is up to date.
- 9.3 The school 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 RSE teaching changes and develops.

10 **Dissemination**

The policy can / will be made available to:

- any present or prospective parent of pupil of the school;
- any visitor with an input to the sex education programme;
- any member of staff involved in the delivery of sex education at the school;
- All College Leaders, Subject Leaders and Leadership Team.

11 **Responsibility**

- 11.1 The Governors have in accordance with curriculum number 5.94 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 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.

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Written by D Ratcliffe

Reviewed:

Reviewed:

Reviewed:

Reviewed:

June 2010

June 2012

May 2012

October 2014

November 2018

Approved by Governors:

2 October 2012

Signed:

Headteacher

Date: 27 Nov 2018

Signed:

Chair of Governors

Date: 27 Nov 2018