

## **Sex and Relationships: Melrose, Senior College and Sixth Form**

### **Knowledge and Information**

In order to deliver Sex Education, topics are included explicitly in Religious Studies, Science, Personal, Social and Health Economic Education (PSHEE) and implicitly in other subjects across the curriculum. The College recognizes the legal framework related to the age of consent.

### **Values and Beliefs**

Family life is an important aspect of sex education. Particular emphasis is put on the value of respect, support and caring within stable relationships in keeping with the Christian ethos of the College.

### **Organization of Sex Education within the Curriculum**

Sex Education is co-ordinated by the PSHEE Co-ordinator, Head of Biology and the Head of Melrose, who liaise to ensure the overall planning, implementation and review of the programme. The PSHEE Co-ordinator and Head Teacher of Melrose liaise with external agencies to deliver the programme.

Delivery is through:

- planned aspects within the Science, PSHEE and Religious Studies curricula;
- addressing moral and ethical issues which may arise from apparently unrelated topics in subjects and through assemblies.

### **Teaching approaches**

A variety of approaches is used to give pupils and students relevant information:

- to enable moral issues to be explored through discussion, and
- to acquire appropriate life skills.

The sex education programme starts in Melrose in Form II and continues through to the Senior College.

### **Procedures to be adhered to by staff**

#### **Disclosure or suspicion of possible abuse**

The College's Child Protection procedures must be followed immediately (see CP policy).

#### **Disclosure of pregnancy or individual advice on contraception**

The following procedure should ensure that students know they can talk to staff in College and be supported:

- Information and guidance will always be sought from a health professional. The College will encourage students to talk to their parents first.
- Students will be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, subsequent responsibility lies with the parent(s).

- If students refuse to tell their parent(s), the member of staff will refer them to a health professional. The member of staff should report the incident to the Principal who will consult with the health professional about informing the parents.

### **Consultation with parents**

A copy of this policy will be available on request and can be accessed through the College's website.

Parents have access to the programmes of study related to sex education being given to their daughter as part of the appendices to this policy.

### **Parental rights on withdrawal from sex education**

Parents have the right to withdraw their children from all or part of the College's programme of sex education (e.g. teaching on HIV/AIDS, sexually transmitted diseases), but not from biological education. Parents wishing to exercise this right are asked to write to the Headteacher of Melrose or the Principal.

### **The Law: The Age of Consent**

The legal age of consent to any form of sexual activity is 16 for both young men and young women and for both heterosexual and homosexual people. This means that it is illegal to have sex or engage in any form of sexual touching under the age of 16, whether or not those involved agree to the sex.

If both people are under 16, and close in age and maturity, and they consent or if one person is over 16 and one is under 16 and both consent and are close in age and maturity, the police may or may not prosecute.

If one of the young people is aged 12 or under, the older person will be prosecuted, as in law a young person who is aged 12 or under is too young to give their consent to sexual activity.

It is illegal for someone over 18 to have sex with a person under 18 if the person over 18 is in a position of trust, e.g. teacher, social worker.

It is not illegal for young people under 16 to ask for advice and help about sex. Contraception is available through a doctor, nurse or clinic and The Hub, where Gillick or Frazer competence will be applied in assessing that the young person is competent and understands the issues surrounding sex and contraception. Gillick or Frazer competence cannot be used as a defence to prove consent in the eyes of the law.

### **Safeguarding and consent**

In addition to the legality of sexual relationships, the need to be aware of the vulnerability of a young person and where there may be a safeguarding issues, relates to a student of any age and where concerns are identified, these will be discussed with parents, if appropriate and raised with the Assessment and Intervention Team (MASH) for advice or as a referral.

**PSHEE programme of work** – delivered in conjunction with SHARE

**Form II (Year 5)**

Introductory Session

**Aim:** The lesson will focus on personal hygiene and encouraging the girls to feel good about themselves. Also an introduction to the concept of puberty and how to cope with some of the changes ahead.

**Form III (Year 6)**

Three Sessions

**Aims:**

Lesson one will focus on encouraging the children to feel good about themselves and make healthy decisions.

Lesson two will focus on puberty and how to cope with the changes ahead.

Lesson three focuses on a baby in the family. Girls learn about different families, parents' considerations, love & commitment, conception, foetal development and birth.

**Remove (Year 7)**

**Aim:** To extend prior knowledge on the emotional and physical changes during puberty, menstruation management, and related issues.

**Objectives**

- Students will learn about the physical and emotional changes experienced during puberty, and associated gender issues.
- Students will improve their knowledge of the female reproductive system.
- Students will feel confident toward menstruation management, personal hygiene and related issues and know where to access help and advice.

**Lower Four (Year 8)**

**Aim:** To expand prior knowledge of conception, foetal development and birth, relationships within parenthood and family responsibilities.

**Objectives**

- Students will further their understanding of conception, foetal development and birth.
- Students will learn about parenting, including the father's role, and the importance of planning a family.
- Students will identify where to obtain professional help and advice relating to pregnancy and family planning.

**Upper Four (Year 9)**

**Aim:** To understand the responsibilities, choices and consequences of a sexual relationship.

## **Objectives**

- Students will be learn the qualities needed for a successful relationship and understand the pressures young people might experience.
- Students will learn that abstinence is a choice and to take a responsible attitude when considering a sexual relationship.
- Students will have the knowledge for safe and effective condom use and emergency contraception and where to seek professional advice.

**Aim:** To provide up to date information about HIV/AIDS and its transmission.

## **Objectives**

- Students will learn the difference between HIV & AIDS and know how HIV is transmitted and prevented.
- Students will learn about how prejudice can affect individuals and their families.
- Students will learn where to obtain help and advice.

## **Lower Five (Year 10)**

### **Contraception Scheme of Work**

#### **Aims**

To provide information of services, contraceptives suitable for use by young people.  
To promote a healthy attitude towards sexual health.

#### **Objectives**

- Students will learn that there are choices and consequences within a relationship, and that abstinence is a choice.
- Students will learn about the contraceptives most suitable for young people including those which help protect against STIs.
- Students will improve their knowledge of safe condom use and about the use of Emergency Contraception and its availability.
- Students will know where to seek further professional help and advice.

#### **Aims**

- To provide information about the most common STI's and where to obtain professional advice and treatment.

#### **Objectives**

- Students will learn about the most common STI's and how they are transmitted.
- Students will learn about signs and symptoms of infection and that some STI's can have no symptoms.
- Students will learn that condoms can help prevent transmission of STIs.
- Students will know where to obtain professional advice and treatment.

## **Upper Five (Year 11)**

**Aim:** To raise the awareness of cancer, to highlight the importance of self-examination and to promote a positive attitude towards sexual health.

## **Objectives**

- Students will learn some signs/symptoms of cancer.
- Students will learn that self-examination is one of the most effective ways to detect cancers early.
- Students will gain an insight into the possible treatments and procedures related to cancer.
- Girls will understand the importance of the HPV vaccine, regular sexual health check-ups including cervical screening.
- Boys will understand the importance of protecting their testicles during some sports
- Students will know where to go for help and advice

## **Aims**

To provide up to date information and encourage a mature attitude towards sexual health.

## **Objectives**

- Students will be able to state some important qualities in a relationship and that abstinence is a choice.
- Students will learn that sexual health could be compromised by influences such as low self-esteem, drugs and alcohol etc.
- Students will refresh their knowledge on E-safety.
- Students will learn how to protect themselves from pregnancy and STIs and where to access professional help and advice

## **Biology Scheme of Work**

### **Year 7**

- Structure and function of male and female systems (to include testes, penis, sperm duct, uterus, fallopian tube, ovaries, vagina)
- Fertilisation occurs when a sperm fuses with an egg in the fallopian tube
- fertilisation produces an embryo which implants in the lining of the uterus
- The embryo develops into a foetus in the uterus and is supplied with nutrients via the placenta

### **Year 8**

- Structure and function of male and female systems (to include testes, penis, sperm duct, uterus, fallopian tube, ovaries, vagina)
- Fertilisation occurs when a sperm fuses with an egg in the fallopian tube
- fertilisation produces an embryo which implants in the lining of the uterus
- The embryo develops into a foetus in the uterus and is supplied with nutrients via the placenta

## Year 11

- Structure of systems, fertilisation, menstruation, puberty and pregnancy (as below)

### Humans

- 3.8 describe the structure and explain the function of the male and female reproductive systems
- 3.9 understand the roles of oestrogen and progesterone in the menstrual cycle
- 3.10 describe the role of the placenta in the nutrition of the developing embryo**
- 3.11 understand how the developing embryo is protected by amniotic fluid**
- 3.12 understand the roles of oestrogen and testosterone in the development of secondary sexual characteristics.

## Religious Studies Scheme of Work

### Marriage and Family

#### Aims to explore:

- changing attitudes in the UK to cohabitation and marriage
- differences among Christians in their attitudes to sex outside of marriage
- the purposes of marriage in Christianity, including the main features of a Catholic marriage ceremony
- changing attitudes to divorce in the UK and the difference among Christians in respect to divorce
- the nature and importance of family life
- the role of Catholic parishes in the upbringing of children,
- the role Catholic parishes play in keeping families together
- changing attitudes to homosexuality in the UK and among Christians
- different forms of contraception and the controversies surrounding this issue
- the way one issue in this unit (homosexuality) has been portrayed by the media and an evaluation of its treatment of the issue.
- the special nature of being human
- different methods of contraception and understand why contraception is a controversial issue.
- different Christian attitudes to contraception and why these attitudes exist.