



**Policy for
Sex and Relationships
Education**

Reviewed March 2016

1. Introduction

At Alder Community High School we value the importance of sex and relationship education to help and support young people through their physical, moral, spiritual, cultural and emotional development and indeed the programme we offer is a major part of our Policy for Personal, Social and Health Education. Similarly we recognize that the partnerships between home and school, and parent and teacher play an important part in this area of personal development.

Sex & Relationship Education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex & Relationship Education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and developing self-confidence.

If you require any further information regarding anything in this policy you can contact Mr Eaton, Curriculum Leader for PSHE.

2. Policy formation and consultation process

The policy has been written following the DfES guidelines Sex and Relationship Education Guidance DfES 0166/2000.

The Curriculum and Standards Committee of the Governing Body review and update this policy, in consultation with the Head for PSHE and teachers, on an annual basis. The policy then goes to the full Governing Body for approval. Parents or guardians are also consulted as part of the review process. The most recent meeting took place in January 2008 and parents and guardians were given the opportunity to discuss any issues and ask questions of the Head of PSHE. Pupils are also consulted during PSHE lessons on a regular basis and through targeted focus groups.

3. The Philosophy of the School

It is the philosophy of Alder Community High School that all children experience a planned programme of Sex and Relationship Education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts

necessary for life. The Sex and Relationships Education programme will reflect the school ethos.

This Policy supports a number of other School Policies including:

- ◆ Equal Opportunities
- ◆ Behaviour
- ◆ Health and Safety
- ◆ Personal, Social and Health Education and Citizenship
- ◆ Child Protection
- ◆ Looked after Children
- ◆ Confidentiality

4. Aims and Objectives of the SRE Programme

- ◆ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- ◆ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- ◆ To foster the ability to manage relationships in a responsible and healthy manner.
- ◆ To promote the value of loving relationships and of family life.
- ◆ To provide knowledge of human reproductive processes.
- ◆ To inform children on matters of personal hygiene and related health issues.
- ◆ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ◆ To educate against discrimination and prejudice.
- ◆ To empower children to make informed choices about their developing sexuality.

5. Areas of Responsibility

Governors

- ◆ To ensure the legal framework is followed.
- ◆ To consult with parents on the determination of the school's Sex and Relationship Education Policy.
- ◆ To implement the Sex and Relationship Education Policy through the Head Teacher.
- ◆ To implement the biennial reviews.

Head Teacher

- ◆ To implement the Sex and Relationship Education Policy.
- ◆ To ensure the Policy is followed.
- ◆ To liaise with the Governors on the teaching in school.
- ◆ To liaise with parents/carers.
- ◆ To ensure the policy is reviewed biennially
- ◆ To disseminate information to staff.
- ◆ To respond to individual problems experienced by children, enlisting external agency support if appropriate.
- ◆ To ensure continuing professional development for staff.
- ◆ To ensure that all staff are aware of confidentiality issues and procedures.

Head of PSHE

- ◆ To prepare and deliver the programme of Sex and Relationship Education through the PSHE Curriculum.
- ◆ To ensure the correct resources are available.
- ◆ To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- ◆ To work in collaboration with the school nurse in managing and developing provision through the school's Health Clinic.

School Nurse/Health Service Specialists

- ◆ To give support throughout the school, when appropriate.
- ◆ To support or deliver lessons as necessary.
- ◆ To provide advice at sexual health "drop in" clinics (see section 16).
- ◆ To include a summary of the content and organization of Sex & Relationship Education in the School Prospectus.

6. Equal opportunities

All our pupils, regardless of age, ability, gender race or sexuality, have the same opportunity to benefit from the Sex & Relationship Education resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty.

Similarly mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in Sex and Relationship Education.

7. Organisation of Sex and Relationship Education

Who Will Teach It?

Science teachers will teach Sex and Relationship Education as part of the statutory Science Curriculum. All other aspects of the programme will be taught through PSHE – these are the non-statutory elements.

Methodology and Approach

There will be a planned whole-school spiral curriculum from Years 7 to 11 with progression and continuity built into the programme. The programme will include issues around human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity, including issues around unwanted pregnancy and sexually transmitted infections.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgment and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

Vulnerable students

Schools have a role in ensuring that vulnerable young people receive appropriate support through the curriculum, pastoral system and referral to other services. All members of staff need to feel confident in identifying pupils who may be experiencing difficulties and be clear about where and how support can be accessed

The following ground rules will always be established:

- ◆ Teachers should not enter into discussions about personal issues and lifestyles.
- ◆ No one (child or adult) has to answer a personal question.
- ◆ Nobody is forced to take part in discussion.
- ◆ In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- ◆ Meanings of words are explained in a sensible and factual way.

8. Content of our programme of Sex and Relationship Education

Sex and relationship education is delivered within the Science Curriculum and the four broad themes within PSHE.

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier, safer lifestyle.
4. Developing good relationships and respecting differences between people.

Our programme of Sex and Relationship Education will prepare young people for an adult life in which they can:

- ◆ develop positive values and a moral framework that will guide their decisions, judgments and behaviour;
- ◆ be aware of their sexuality and understand human sexuality;
- ◆ understand the arguments for delaying sexual activity;
- ◆ understand the reasons for having protected sex;
- ◆ understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- ◆ have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- ◆ communicate effectively;
- ◆ have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- ◆ avoid being exploited or exploiting others;
- ◆ avoid being pressured into unwanted or unprotected sex;
- ◆ access confidential sexual health advice, support and if necessary treatment; and
- ◆ know how the law applies to sexual relationships.

Within the Science Curriculum, the children should know:

at Key Stage 3

- ◆ that fertilization in humans is the fusion of a male and female cell;
- ◆ about the physical and emotional changes that take place during adolescence;
- ◆ about the human reproductive system, including the menstrual cycle and fertilization;
- ◆ how the fetus develops in the uterus;
- ◆ how the growth and reproduction of bacteria and the replication of viruses can affect health.

at Key Stage 4

- ◆ the way, in which hormonal control occurs, including the effects of sex hormones;
- ◆ some medical uses of hormones including the control and promotion of fertility;
- ◆ the defense mechanisms of the body;
- ◆ how sex is determined in humans.

Parents should be aware that children cannot be withdrawn from these Science lessons.

Key Stage three (11-14 years)

<p><i>Sex education delivered to pupils through the national curriculum (statutory).</i></p>	<p><i>Some of the recommended topics that could be delivered in school to develop children's knowledge, understanding, values, attitudes and personal skills in sex and relationships education (non-statutory)</i></p>
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<p><i>Pupils will:</i></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> ◆ <i>how the growth and reproduction of bacteria and the replication of viruses can affect health</i> ◆ <i>about the human reproductive system, including the menstrual cycle and fertilization</i> ◆ <i>that fertilization in humans is the fusion of a male and female cell</i> ◆ <i>the physical and emotional changes that take place during adolescence</i> ◆ <i>how the fetus develops in the womb</i> 	<p><i>Pupils will:</i></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> ◆ <i>about when and where to get help, such as the genitourinary medicine clinic</i> ◆ <i>the law relating to sexual behaviour of young people.</i> <p><i>Be able to:</i></p> <ul style="list-style-type: none"> ◆ <i>recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms including marriage</i> ◆ <i>develop skills of assertiveness in order to resist peer pressure and stereotyping</i> ◆ <i>develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships</i> ◆ <i>recognise the risk of personal safety in sexual behaviour and be able to make safe decisions.</i> <p><i>Will have considered:</i></p> <ul style="list-style-type: none"> ◆ <i>issues such as the costs of early sexual activity</i> ◆ <i>the benefits of sexual behaviour within a committed relationship</i>
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Key Stage four (14-15 years)

<p><i>Sex education delivered to pupils through the national curriculum (statutory)</i></p>	<p><i>Some of the recommended topics that could be delivered in school to develop children's knowledge, understanding, values, attitudes and personal skills in sex and relationships education (non-statutory)</i></p>
<p><i>Pupils will:</i></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> ◆ <i>the way in which hormonal control occurs, including the effects of the sex hormones</i> ◆ <i>about some medical uses of hormones including the control and promotion of fertility</i> ◆ <i>about the defense mechanisms of the body</i> ◆ <i>how sex is determined in humans</i> 	<p><i>Pupils will:</i></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> ◆ <i>the way different forms of relationship including marriage, depend for their success on maturity and commitment</i> ◆ <i>how HIV and other sexually transmitted infections affect the body</i> ◆ <i>how the different forms of contraception work and where to get advice</i> ◆ <i>the qualities of good parenting and its value to family life.</i>

	<p><i>Be able to:</i></p> <ul style="list-style-type: none"> ◆ <i>recognise the influences and pressures around sexual behavior, and respond appropriately and confidently seek professional health advice</i> ◆ <i>manage emotions associated with change in relationships with parents and friends</i> ◆ <i>have the confidence to assert themselves and challenge offending behavior</i> ◆ <i>have the determination to stand up for their beliefs and values</i>
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Children and young people with specific educational needs:

Whether in mainstream or special education, children and young people with specific educational needs have the same needs and rights to sex and relationships education. Schools may need to make separate arrangements and individual education plans to suit the individual child/young person.

9. Specific teaching arrangements

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils. There will be opportunities within the lessons for single sex group work, particularly in respect of Puberty/Sexual Health issues relating specifically to boys or girls.

10. Procedures for reviewing the effectiveness of the programme

Topics are reviewed through short-term plans and through long-term plans. Staff and Governors review the Sex and Relationship Education Policy annually. Parents are invited to comment at each review and pupils are asked for views on a regular basis in lessons.

11. Assessment, recording and reporting

Self and peer assessment is ongoing throughout Year 7 – 11 with more formal assessment procedures currently being put in place.

Reporting takes place each year in line with school policy.

12. Monitoring and evaluation

This is an ongoing and integral part of PSHE in response to new facts, statistics and information. Schemes of Work and lessons are monitored constantly in order to achieve relevance, interest and accuracy. Pupils, parents, Governors and staff can all be involved in this process.

13. Selection of resources

The Head of PSHE chooses all resources. Advice is taken from appropriate sources such as LEA Advisors. Parent and student comments are also taken into consideration.

14. Primary/Secondary transition

Year 6, the transition year before pupils move to secondary school is a crucial one. During this year children will be taught, or will already have been taught:

- ◆ changes in the body related to puberty, such as periods, voice-breaking and body hair;
- ◆ when these changes are likely to happen and what issues could cause young people anxiety and how they can cope;
- ◆ how a baby is conceived and born.

15. Specific Issues

Health “drop in” Clinic

Since September 2007 the school has been able to offer a lunchtime drop in service for students. The service is completely confidential and run by the school nurse. Students can discuss any health related issues that are troubling them, including sexual health.

Procedures for dealing with suspected sexual abuse

The procedures laid down in our Safeguarding and Child Protection Policy are followed and all referrals, whatever their origin, are taken seriously and considered with an open mind, taking care not to pre-judge any situation. The procedures adopted at Alder Community High School, for handling cases of neglect, physical, emotional or sexual abuse and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality

The principle of Confidentiality should not prevent action being taken if the child is ‘at risk’. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Safeguarding and Child Protection Policy and the Confidentiality Policy. Clearly, in any such cases, the child will be offered appropriate and sensitive support.

Complaints procedure

If a parent or guardian has any cause for concern about the Sex & Relationship Education Policy, they should approach the Head of PSHE in the first instance who will be happy to discuss these concerns. If the concern cannot be resolved, the Headteacher or Governors can be contacted.

Procedures for the Involvement of Health Professionals and visitors

Visiting Health Professionals are involved in the implementation of the Sex & Relationship Education Policy only after consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

Working with Parents

Alder Community High School seeks to work in partnership with parents through consultation and support. Parents have a vital role to play in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing up, and preparing them for the challenges and responsibilities that sexual maturity brings.

Parents were consulted on our draft policy before it was submitted to the full Governing Body for approval. Similarly parents are invited to the annual review. Local Health Care Professionals are invited when necessary to take part in the presentation of this document to parents to provide any additional information and support.

Dissemination of the policy

Copies of the policy are available from school on request. Copies will also be made available for staff and parents through the school website.

Further Information

Useful Documents and Resources

DfEE DfES/DH	Sex and Relationship Education Guidance (Circular 0116/2000) National Healthy School Standard Guidance 1999 National Healthy School Standard – Getting Started – A Guide for Schools
QCA	The National Curriculum Handbook 2000 for Secondary Teachers in England

Useful Websites

www.childline.co.uk

www.clued-up.org.uk

www.crush-onu.co.uk

www.wiredforhealth.co.uk

www.ruthinking.co.uk

www.fpa.org.uk

www.brook.org.uk

www.bbc.co.uk

www.teachernet.gov.uk/pshe

www.teenagepregnancyunit.gov.uk

www.nw-teenagepregnancy.info

Websites for parents

www.parentlineplus.org.uk

www.parentalk.co.uk

www.e-parents.org

www.ncb.org.uk

Appendix 1

Extracts from Sex and Relationship Education Guidance DfEE 0116/2000

Developing a policy for SRE – key points

- All schools must have an up to date SRE policy, drawn up by the governing body, and available to parents and for inspection.
- This should be developed in consultation with parents and the wider community.
- Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
- Secondary schools' policies must include how they will teach the relevant National Curriculum Science topics and how they will provide SRE as part of PSHE.
- Policies should be inclusive of all pupils.
- Having a policy in line with this guidance will be a key part of meeting the criteria for SRE outlined in the National Healthy School Standard.

Good Practice for SRE Policies (Ofsted 2002)

- State the aims and objectives for the programmes and explain how the aims will be fulfilled.
- Are based on consultation with parents and the wider community.
- Establish the framework of values within which the teaching of SRE is set.
- Define the content of the programme and how the needs of the individual will be met and link to child protection procedures.
- Give guidance on teaching methods.
- Spell out the arrangements for pupils who are withdrawn from aspects of SRE.
- Specify the means of review and evaluation and the timetable for these processes.

Effective lesson planning (OFSTED)

Pupils need to be given the opportunity to develop and reflect on skills, such as those needed to:

- communicate a point of view clearly and appropriately and listen to the view of others;
- make sensible choices about what to do in particular situations;
- manage relationships with friends confidently and effectively;
- act responsibly as an individual and as a member of a group.

Appendix 2

Guidance from the National Healthy School Standard

- The whole school community (pupils, staff, parents, governors and community partners) is invited to take part in policy development, physical, social and cultural activity and support each other's learning.
- The school develops all policies in line with legal requirements and non-statutory guidance.
- The school has established mechanisms for involving the whole school community in policy development and implementation such as parent forums.
- The roles and responsibilities of the whole school community are clearly defined in all policies.

Appendix 3

MORAL & VALUES FRAMEWORK

Which of the following statement do you think should be part of our school's SRE moral and values framework?

1. Schools should teach you the importance of values such as respect, love and care.
2. Homosexuality can be discussed as part of school lessons.
3. You don't have to be married to have a strong and supportive relationship.
4. SRE should teach you to make choices, not tell you what to do.
5. Schools should only teach Christian values.
6. Schools should tell young people not to have sex.

There needs to be a 'Moral & Values' Framework in our schools SRE Policy.