



Sex & Relationship Education Policy

The Sex and Relationship Policy has been developed in accordance with the current requirements of the law. Under the Children's Act (2004) schools maintain a statutory obligation to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. The Department of Health sets out its ambition for all children and young people to achieve high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

A comprehensive Sex and Relationship Education (SRE) programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Definition of Sex and Relationships Education (SRE)

SRE is part of the National Curriculum Science Order and Framework (Sept 2000) PSHE and Citizenship which has four broad themes to support young people to:

- Develop confidence and make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthy safer lifestyle
- Develop good relationships and respect differences between people

SRE is a legal requirement and contributes to preparing students for the opportunities, responsibilities and experiences of adult life.

Aims of SRE

Barnhill Community High believes that SRE is an entitlement of all students and should support students in coping with adolescence and relationships and prepare them for adult life in which they can:

- Behave responsibly within their sexual and personal relationships
- Have the confidence and self-esteem to value themselves and others
- Develop and clarify a set of values that will help guide their decisions, behaviour and judgements
- Have sufficient information skills including accessing advice and support services to protect themselves and others from infection and unwanted pregnancy

Content

SRE provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way.

a) Knowledge and Information

Key Stage 3: Puberty, Conception and Birth, Family Life and Relationships, Contraception, HIV/AIDS, Safer Sex, Sex and the Law, Gender Issues, Support Agencies, Personal Safety, Friendships and Love

Key Stage 4: Contraception, Abortion, Family Life and Relationships, Parenting Skills, Sexually Transmitted Diseases including HIV & AIDS, Sex and the Law, Gender Issues, Different Factions and Cultures.

* Topics will be revisited through KS3/4 at an appropriate level to reinforce and clarify issues.

b) Attitudes and Values

Students will be encouraged to consider the importance of the following values:

- Respect and valuing of themselves and others
- Understanding and sensitivity towards the needs and views of others
- Responsibility for their actions
- Responsibility as members of their school, their family and their community

c) Personal and Social Skills

Students will be encouraged to develop the following skills:

- Communication including the making and keeping of relationships
- Assertiveness
- Decision making
- Recognising and using opportunities to develop a healthy lifestyle

Organisation

a) SRE is coordinated by the Key Stage Leader and the Head of the Science Department who are responsible for the overall planning, implementation and review of the programme.

b) Delivery is through:

- Planned aspects within PSHE, Science and RE curricula
- Addressing moral, ethical and social issues which arise in other curriculum areas
- Occasional off-timetable experiences as part of a planned SRE curriculum often utilising outside support agencies

c) Teaching approaches:

A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.

- d) Student Groupings:
"Students are normally taught in mixed ability and gender groups. The school will endeavour to make arrangements for the teaching of students in relevant groups (e.g. single sex or different religious groups) when the subject content is appropriate or in response to parental concern (numbers allowing)."
- e) Resources:
- Materials – A wide range of teaching resources are available to teachers and for inspection by parents through the coordinators
 - Staff – With regard to sex education it is important that staff feel comfortable with the subject matter. Support will be offered through an in-service training programme. All staff are asked to teach within the school's value framework (**see Content**)
- f) Time available:
Sex education forms some part of the curriculum in every year group (see attached schemes of work).

Specific Issues

The following issues may occur as part of education. Staff, parents and students need to understand the school's procedures.

- a) Confidentiality and advice
Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.
- i) Disclosure or suspicion of possible abuse -
The school's child protection procedures will be invoked (see relevant policy)
- ii) Disclosure of pregnancy or advice on contraception -
It is hoped that the following procedure will ensure that students who are in difficulty know they can talk to an adult in the school and that they will be supported.

Professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parents first.

Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). It will need to be checked.

If students refused to tell their parent(s) the adult should refer them to a health professional.

The adult should report the incident to the Headteacher who will consult with the health professional about informing the parent(s).

b) Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

“As part of the sex education programme issues of contraception, HIV/AIDS, sexuality, assisted conception and abortion are addressed.”

c) Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out in paragraph 4. They will be made aware of the difference between fact, opinion and religious belief.

d) Guidance to staff managing sex related incidents – see enclosed

e) Parental partnership

Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex education programme. Parents wishing to exercise that right are asked to make an appointment to meet the relevant Key Stage Leader or the Curriculum Leader to discuss the issues; they are under no obligation to do so. Once a child has been withdrawn they cannot take part in later sex education without parental approval.

Monitoring and Review

a) Sex education will be monitored by the Deputy Head – Student Support, the Key Stage Leader and the Curriculum Leader.

b) An annual report will be made to governors. The full policy will be made available to all parents when their child enters the school.

c) A nominated governor will have a link role between the school and the governing body.

Dissemination of the Policy

A summary of this policy is in the school prospectus. The full policy, appendices and full programmes of study are available on request to parents, the LA, and OfSTED through the Headteacher, Key Stage Leader and Curriculum Leader.

Other policies which have relevance to sex education are:

Equal Opportunities
Anti-Bullying

Child Protection
HIV/AIDS

Appendices

Appendix 1: Overview of SRE Scheme of Work

Appendix 2: Learning outcomes for each key stage

Appendix 3: Managing SRE related incidents and supporting young people

Appendix 4: Core resources used in SRE programme

Appendices

Appendix 1: Outline Scheme of Work

Sex and Relationships Scheme of Work

Year Group	Overview
7	Personal rights, relationships, qualities of people, stereotyping, emotions – loss and change e.g. divorce, prejudice, the opposite sex, puberty, reproduction
8	Responsibility for sexual relations, respect, pregnancy, contraceptive methods/safe sex/condoms, parenthood, STDs – HIV, AIDS, where to get advice/clinics
9	Media influence on sexual relationships, the law and sexual relationships, 'borrow the baby' scenario
10	Embarrassing illnesses, parenting, pregnancy – planned and unplanned, independent, male and female roles e.g. in the home
11	Parenting – Babies/toddlers/dependents forever Moral issues – e.g. the age of consent, abortion. Seeking advice from clinics, etc.
12	STDs. Wider issues – including testicular cancer, breast cancer

Appendix 2: Learning Outcomes

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DFE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk* are part of the National Curriculum science requirements.

By the end of Key Stage 3

Students will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills and assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Understand the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell*
- The physical and emotional changes that take place during adolescence*
- About the human reproductive system, including the menstrual cycle and fertilisation*
- How the foetus develops in the uterus*
- How the growth and reproduction of bacteria and the replication of viruses can affect health*
- How the media influence understanding and attitudes towards sexual health
- How good relationships can promote mental well-being
- The law relating to sexual behaviour of young people
- The sources of advice and support
- About when and where to get help, such as at the genito-urinary medicine clinic

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibility mean in relationships

By the end of Key Stage 4

Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote well-being
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves

Students will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility*
- The defence mechanisms of the body*
- How sex is determined in humans*
- How HIV and other sexually transmitted infections affect the body
- The link between eating disorders and self-image and sexual identity
- The risks of early sexual activity and the link with the use of alcohol
- How the different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by both their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access the statutory and voluntary agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend on their success on maturity and commitment

Students will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion; contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

Appendix 3: Managing SRE Related Incidents and Supporting Young People

Issues can arise in a variety of ways. It may be:

- In a group discussion or lesson
- At the end of a session while you are packing up to go or clearing away
- An individual seeking help
- A group challenging you
- A suspicion or an overheard comment that makes you worried about attitudes or behaviour

As a general rule students should be referred to the Welfare Assistant/School Nurse who will refer the young person to the appropriate service for help and then consider what to do with the information they have, in line with other policies such as Child Protection.

Scenarios

1. You are asked a personal question

In a group situation refer back to the ground rules where there should be one listed 'no personal questions'. Ground rules are crucial to manage this sort of incident. If the students do not come up with the ground rules that staff want for their safety they can add them themselves as they are part of the group too.

In a one-to-one situation explain that your personal behaviour is not relevant to the discussion.

2. A student approaches you on their own to ask advice on contraception

Make confidentiality boundaries clear.

A teacher's role is to refer the student to a specialist service like a GP or the Sexual Health Service or the school nurse. Depending on how much information the student asks for or gives child protection issues may need to be considered.

3. A female student thinks she might be pregnant (this advice is the same if the student is under or over 16)

Make confidentiality boundaries clear.

Does she need emergency contraception or a pregnancy test?

For emergency contraception she can go to her GP. Emergency contraception can also be bought from most pharmacists for over 16s.

For a pregnancy test she can either buy her own from a pharmacist or free tests are available from her GP or the Sexual Health Service.

If she is pregnant, the best agencies that can help her make her choices are her GP, the Sexual Health Service, the BPAS (British Pregnancy Advisory Service) or youth counselling. All of these will encourage her to talk to someone at home.

4. An individual is being verbally abused, for example, being called 'slag' or 'poofter'

Follow the guidelines in the School's Behaviour Policy.

It clearly states that this is a school where verbal abuse is unacceptable. Make clear the sanctions.

Where general sexist or homophobic comments are made in a classroom or group discussion or even a one-to-one situation, make clear that it is unacceptable and against the School's Behaviour Policy. Challenge students that with their perceived right to make such statements comes a responsibility for the consequences of those comments on others.

5. An individual is being sexually abused

The school has child protection procedures.

If a student begins to make a disclosure about possible sexual abuse staff should listen carefully without interrogating them. Interrogating or asking leading questions can distress a young person but may also prejudice a potential investigation into criminal prosecution. Staff should support the student but refer the matter on and made confidentiality boundaries clear.

Sexual abuse is an emotive subject, which needs very sensitive handling. The school can and does play a very important role. We aim to achieve an ethos and practice in which students feel secure and feel their views are valued and listened to. We can also help by sensitively educating about abuse so that students know they have rights and can draw on trusted adult support when needed.

6. Parents wish to withdraw their children from sex and relationships education

It is good practice to talk with parents about any concerns they may have about SRE. Often once parents are aware of the content of SRE and the values based they are happy for it to continue. Parents often need to know how the programme supports them as parents. If after discussions they still wish to withdraw then we will make alternative arrangements for the young person. The DFE also have a standard pack of information that can be given to parents to support their role. This should be available from the Key Stage Leader.

7. Parents or a student inform you they are HIV positive

A confidentiality policy would give clear guidelines on this sort of disclosure and under what circumstances you can share this with colleagues. The policy needs to have decided the 'who needs to know' issue as often the tendency is to tell all staff whereas there is no need for this. The school should already have a health and safety policy on dealing with bodily fluids to deal with concerns about cross-infection. Any disclosure to others must only be done with the permission of the HIV positive person. The information needs to be treated in a way that protects privacy but does not foster secrecy.

Discuss with the person why they have told you this, as they may have specific reasons for it, e.g. to keep positive children away from risks of other infections when they arise/they want emotional support for themselves. It may be at this point that you can refer them to appropriate agencies for support.

8. A student asks you to go to a sexual health service with them

The school needs to have guidance on what to do in these circumstances.

For teachers the role is clear. Where advice or specific information is being sought then the teacher should refer the student to the school nurse. It is up to the medical staff to explore with the student the options they have.

One question that would determine the appropriate service would be how many weeks pregnant they are, as female students may say they think they are pregnant when the sex

was only a few days ago. If the sex was within 72 hours they could be referred for emergency hormonal contraception (morning after pill), within 5 days they can have an emergency/IUD fitted. If sexual intercourse took place a few weeks ago then they would need to be directed to their GP or to a sexual health service where a pregnancy test could be done and the next steps discussed.

Appendix 4: Core Resources used in SRE Programme
