



The Priory School

Relationship & Sex Education Policy

Monitoring	Frame of engagement	Date
Member of Staff Responsible		
Governor Accountability		
Consultation Parameters		
Information		
Date of latest version		
Date for next review (and cycle)		
Uploaded to Website		June 2016

Statement of intent

Effective relationship and sex education is essential if students are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in November 2011, which lie at the heart of our policy to raise standards and expectations of all students. (*Sex and Relationship Education, DfES 0116/2000*).

Rationale

A caring and developmental R&SE programme needs to be more than just biology and the fundamentals of reproduction. Young people want and need reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs. (OfSTED, 2002)

In planning and presenting an R&SE programme, students should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the R&SE programme is growth of self-esteem and taking responsibility for oneself and one's actions. The development of students' self-esteem is essential to an effective health education programme. If students feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are less likely to be exploited by others.

(Sex and Relationships HMI 433)

All staff are involved in the consultation process with key stage leaders. The policy is formulated from that consultation. The policy has been updated by the school PSHE Co, pastoral care team taking into account views from pupils, parents / carers, staff and governors, with advice from Shropshire Council Health Development officer.

Equality duty the school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Related policies

- Child Protection
- Teaching & Learning
- Inclusion policy
- Behaviour Policy
- Equality Duty Statement

The School's Aims

- To provide effective and coherent relationship and sex education for all students

- To enable students to develop values and attitudes and the personal skills necessary to make informed, reasoned and responsible choices
- To provide the opportunity for students to discuss sexual and relationship matters in a caring environment
- To work in close partnership with parents / carers and health care professionals
- To help young people develop self-esteem and self-confidence as a foundation for responsible, caring and non-exploitative relationships

Relationship and Sex Education in the curriculum

The school provides all students with information about relationships and sex through a planned and comprehensive programme within the “Life” course and the statutory requirements of the National Curriculum.

1. The Aims of the R&SE programme

- To give students factual information
- To enable students to make responsible choices both now and later in life

2. The objectives of the R&SE programme

Relationship and sex education should prepare students for adolescence and adulthood in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Develop an awareness of their own sexuality and understand human sexuality
- **Understand the arguments for delaying sexual activity and resisting pressure**
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within relationships
- **Have the confidence and self-esteem to value themselves and others and show respect for individual conscience. Have the skills to judge what kind of relationships they want.**
- Communicate effectively within relationships
- 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 persuaded into unwanted or unprotected sex**
- Access confidential sexual health advice, support and if necessary treatment
- Understand how the law applies to sexual relationships
- Teach about relationships, love and care and the responsibilities of parenthood as well as sex
- Focus on boys as much as girls; for example with respect to oversexualised language and sexual stereotyping
- Teach the taking on of responsibility and the consequences of one’s actions in relation to sexual activity and parenthood
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol

PRACTICE AND PROCEDURES FOR RELATIONSHIP AND SEX POLICY

The National for Science specifies what students should be taught at each stage.

Key Stage 3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

And at Key Stage 4:

1. a) The way in which hormonal control occurs, including the effects of sex hormones
 - b) Some medical uses of hormones, including the control and promotion of fertility
 - c) the defence mechanisms of the body
2. d) how sex is determined in humans

- Section 405 of the *Education Act 1996* enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science)

1. Relationship and Sex Education in practice

- The implementation of the policy will be the responsibility of the School Improvement Facilitators of “Life / Citizenship” who will review its content biennially, having regard to changing circumstances
- The main delivery of the R&SE programme will be through the timetabled “Life” lesson, which is taught by form tutors supported by the Head of Year. A range of professionals, including health professionals, and teaching staff with expertise in this area will be invited to contribute to the R&SE programme as appropriate.
- The needs of students with special learning difficulties may need to be met by additional teaching provided by specialist staff within the Learning support. In most circumstances R&SE will be delivered to mixed sex groups. On some occasions it may prove appropriate for the School Improvement Facilitators of Life / Citizenship to organise single sex groups for certain topics.
- Liaison through the Shropshire Council Health Development Officer, with the main feeder primary schools will take place to provide continuity of the R&SE provision

2. Content of the R&SE programme. (see appendix 1)

3. Teaching strategies for R&SE

It is essential that schools can help children and students develop confidence in talking, listening and thinking about sex and relationships.

We use a number of teaching strategies recognised as good practice that can help this including:

- Establishing ground rules using
- third person 'distancing' techniques
- A question box and clear policy on responding to and answering questions or comments from students
- discussion and project learning methods and appropriate materials

And

- Encouraging reflection and review on an individual and class basis

Good Practice

- Specialist team of staff delivering course who are provided with current and specialist CPD
- Staff should have a broad and detailed knowledge of the aspects of R&SE they are teaching
- A clear focus for lesson planning
- Expectations of the students which are appropriate to their different levels of maturity and understanding
- A climate that encourages students to express their views and feelings and to respect the views of others, with clearly established boundaries for courtesy and confidentiality
- Effective Teaching methods that include good use of resources that give students the opportunity to reflect on and assimilate their learning
- Opportunities to assess student's knowledge and understanding and development their values and attitudes and personal skills
- Heads of Year can introduce topics with whole year group, forms or small groups as appropriate
- Health professionals, such as the school nurse support via Priory School Health and Advice (HAT) service and text your nurse service and local Community Support Officers can be used to support the role of the teacher by supplying lead sessions, team teaching and in service training to ensure confidence in subject knowledge
- Staff should aim to engage all learning styles within the delivery of a topic
- Baseline assessment established prior to modules starting and revisited at end to check understanding and confidence to seek advice
- Monitoring of teaching and learning via SLT and HOY learning walks

Monitoring and Assessment

- The R&SE programme will be reviewed in consultation with the Life Co-ordinator, students and staff which is essential in order to view the coverage of issues in the most balanced way possible and students

opinions can be highly valuable in terms of both developing students' self-esteem from the knowledge that their own views are considered important in affecting change in the R&SE programme.

- Students are afforded the opportunity to express their opinions on the content of the *R&SE* programme through representation at termly school parliament meetings
- Evaluation by both students and staff is essential in order to view the coverage of issues in the most balanced way possible and students' opinions can be highly valuable in terms of both developing students self-esteem from the knowledge that their own views are considered important in affecting change in the R&SE programme
- It is important that RSE team teachers assess changes in students' knowledge, attitudes and skills as a result of their teaching about sex and relationships. This can be as effective if completed in an informal basis such as a role play, making a poster or leaflet, questionnaire or presentation alongside baseline testing.

4. The role of parents / carers

Parents have a key role in offering advice:

- Teaching their children about sex, relationships
- Maintaining the culture and ethos of the family
- Coping with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Parents may find it difficult to talk to their children about sex and relationships and therefore they need support in their role as sex educators
- Helping their children learn the correct names of the body
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health
- School will consult regularly with parents on the content of the programme

7. The role of Health Professionals

Health professionals who are involved in delivering programmes are expected to work within the schools' sex and relationship education policy and on the instructions of the Headteacher. However when they are in their professional role, such as school nurse in a consultation with an individual student, they should follow their own professional code of conduct.

Health Professionals can:

- Work closely with teachers in supporting relationship and sex education in school (complementing the role of the teacher)
- Help schools work in partnership with parents and make links between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary (GU) clinics etc
- Tell students about the health services that are available in the area and help them develop the confidence and skills to make good use of them
- Give students confidential support and advice, through services such as the drop in sessions

And

- Provide specific and up-to-date knowledge about sexual health and well being and contraception

9. **Specific Issues**

Sensitive and controversial issues within sex education will inevitably arise. Topics such as contraception, abortion, HIV / AIDS, sexual orientation, sexual harassment, will arise as part of the planned curriculum or be introduced by the students themselves during discussion or group work having regard to the Equality duty regulations including protected characteristics.

In these situations, teachers should present such issues in a broad and balanced way, free from sensationalism and personal bias and in a supportive climate, which allows for objective discussion.

The following statements reflect the School's attitude to these sensitive issues:

(i) Contraception

Teachers may give information about contraception as part of class or group work. They may not provide personal advice to students under 16 years.

A teacher approached by an individual pupil for specific advice on contraception should, wherever possible, encourage the pupil to seek advice from his or her parents, and, if appropriate, from the relevant health service professional. Priory Health and Advice services are available on site. Follow Fraser guidelines

(ii) Abortion

When this issue arises students are presented with a balanced view which respects a range of religious and family beliefs. Students are encouraged to arrive at their own informed viewpoint on this issue.

(iii) Sexual Abuse

Should a pupil take the opportunity to disclose information concerning sexual abuse, the School's named member of staff with responsibility for child protection should be immediately informed.

The Shropshire safeguarding procedures should then be followed fully.

(iv) Sexual Harassment

This includes name-calling and sexual innuendoes as well as such action as unwelcome touching. Students are given the opportunity to discuss the unacceptability of such behaviour and helped to develop skills to cope with it, should it occur.

The procedures for dealing with this issue are laid down in the School's policy statement on Bullying.

(v) STIs

It is a compulsory part of sex education to include HIV and other STIs. Teachers may give information about HIV and STIs as part of class or group work on safer sex. They may not provide personal advice to students under 16 years.

A teacher should, if approached by a student for specific advice, encourage the student to seek advice from parents and relevant health service professionals. They may give sources of relevant health professionals. CHAT Priory Health and Advice services

The National Curriculum for Science specifies what students should be taught at each stage:

- Parents have the right to withdraw their children from all or part of the sex education programme except those parts included in the statutory National Curriculum
- Any such request from a parent should be made in writing and the school will offer alternative arrangements

General Issues

- The school has made adequate and sensitive arrangements to help girls to cope with menstruation and with requests for sanitary protection
- Students can access information about the health services that are available in the area from visiting health professionals, student support and leaflets and posters distributed by the school

Reference material in compiling this policy

- Sex and Relationship Education Guidance DfES 0116/2000
- Sex and Relationships Ofsted report HMI 433
- Good practice from other 11-16 schools in Shropshire
- Shrewsbury Council Health Development Officer