

The Priory School



Relationships and Sex Education (Policy and Procedure)

Monitoring	Frame of engagement	Date
Member of Staff Responsible	CKN	Nov 2017
Governor Accountability	Not required	
Consultation Parameters	Local Governing Body	
Information	Staff	
Date of latest version		October 2017
Date for next review (and cycle)		October 2019
Uploaded to Website		Dec 2017

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).

Definition

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

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. The policy is formulated from that consultation. The policy has been updated by the Head of Department for Life, taking into account views from students, parents/carers, staff and governors, with advice from Shropshire Council Health Development officer.

The school is committed to the provision of R&SE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Related policies

- Child Protection
- Teaching & Learning

- Anti-Bullying policy
- Single Equality Scheme

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.

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

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

Relationship and Sex Education in practice

- The implementation of the policy will be the responsibility of the Head of Department of 'Life' 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 a dedicated team of teachers. 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. R&SE is also delivered through science lessons.
- The needs of students with special learning difficulties may need to be met by additional teaching provided by specialist staff within the Learning Support Department. In most circumstances, R&SE will be delivered to mixed sex groups. On some occasions it may prove appropriate for the Head of Department of Life 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

Content of the R&SE programme

Attitudes and values;

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making.

Personal and social skills;

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding;

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy.

Year 7	Health and hygiene Puberty Friendships Body image Growing up and lifecycles	Reproductive organs – male and female The menstrual cycle Sexual intercourse Being pregnant Giving birth
Year 8	Friendships Homophobic bullying School support	
Year 9	Consent Contraception – condoms 'sexting' and social media Internet safety – staying safe online	
Year 10	Contraception STIs Cancer: Prostrate, testicular, breast and cervical FGM Abortion	
Year 11	Emotional aspects of sex HIV/AIDs Contraception, including emergency contraception	

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
- Encouraging reflection and review on an individual and class basis

Good Practice

- R&SE is delivered by a dedicated team of teachers 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
- Topics to be introduced with whole a year group, forms or small groups as appropriate.
- Health professionals, such as the school nurse support via Priory School Health and Advice (CHAT) service and text your nurse service. 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 will be carried out via HOD learning walks and work scrutiny

Monitoring and Assessment

- The R&SE programme will be reviewed by the HOD in consultation with students and staff, which is essential in order to view the coverage of issues in the most balanced way possible. Student's 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.
- Monitoring of teaching and learning will be carried out via HOD learning walks and work scrutiny
- Students are afforded the opportunity to express their opinions on the content of the R&SE programme through representation at school parliament meetings and through student voice surveys carried out by those delivering the R&SE programme.

- 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 teachers of R&SE 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.

The role of parents/carers

Parents/carers have a key role in offering advice:

- Teaching their children about sex and 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/carers 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 inform parents/carers of the content of the programme

The role of Health Professionals

Health professionals who are involved in delivering programmes are expected to work within the schools' R&SE policy and on the instructions of the Principal. 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/carers 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
- Provide specific and up-to-date knowledge about sexual health and well-being and contraception

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.

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 student for specific advice on contraception should, wherever possible, encourage the student to seek advice from his or her parent/carer, and, if appropriate, from the relevant health service professional. Priory Health and Advice services are available on site, such as the CHAT service for years 9-11.

(ii) Abortion

Students are presented with a balanced view which respects a range of religious and family beliefs and they will also be made aware of the Law on abortion. Students are encouraged to arrive at their own informed viewpoint on this issue.

(iii) Sexual Abuse

Should a student take the opportunity to disclose information concerning sexual abuse, the School's child protection team 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 Anti -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/carers and relevant health service

professionals. They may give sources of relevant health professionals. CHAT Priory Health and Advice services

(vi) FGM

The school aims to raise awareness among both students and staff about the warning signs of female genital mutilation (FGM). Staff are legally required to report 'known' cases of FGM in under 18s to the police.

The National Curriculum 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:

- 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 defence mechanisms of the body
- How sex is determined in humans

Withdrawal: Section 405 of the *Education Act 1996* enables parents/carers 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).

Any such request from a parent/carer to withdraw a student 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

