

North Halifax Grammar School

Sex, Relationships & Education Policy



Approved by:	Full Governance Board
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Policy owner:	Vice Principal – Behaviour, Safeguarding & Inclusion

North Halifax Grammar School

Sex and Relationships Education School Policy

'The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development.'

(DCSF Sex and Relationships Guidance July 2000)

The North Halifax Grammar School aims to provide students with a successful and effective sex and relationships education (SRE) programme which will help them to learn to respect themselves and others and to develop with confidence from childhood through to adulthood.

The school acknowledges the importance of SRE with respect to the physical, emotional and moral development of children and is committed to providing information in a secure environment that will help to encourage this development.

This policy is being developed in accordance with government guidelines and will be made available to governors, staff, students and parents for comments prior to annual review. The policy and, thereby, provision of SRE aims to be inclusive of all students.

Provision for SRE

SRE is delivered as a programme of work through PSCHEE and in accordance with the PSCHEE framework for Key Stage 3 and Key Stage 4. The Head of PSCHEE is responsible for ensuring the delivery and review of materials used. SRE provision for Sixth Form students is delivered as a programme of work through PSCHEE in accordance with government guidelines. The Sixth Form Enrichment Co-ordinator is responsible for ensuring the delivery and review of materials used.

Key Stages 3 and 4

The programme of work for Key Stages 3 and 4 is delivered as a block of four to six weeks for Key Stage 3 and three to five weeks for Key Stage 4 through PSCHEE lessons and available tutorial sessions. SRE is also linked to other topics within the PSCHEE programme, for example issues of peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol.

Form tutors are responsible for the delivery of lesson materials and are provided with support from the Head of PSCHEE outside agencies such as Locala and The Children's Society where appropriate. The Head of PSCHEE is responsible for providing and regularly reviewing all material used for the delivery of SRE. The Head of PSCHEE is also responsible for the organisation of any training required by staff in order to ensure the effective delivery of the SRE programme.

Outside speakers are also used to talk to students about contraception (Locala – Year 10) The effects of alcohol consumption on sexual behaviour. (Lifeline Year 9 and Year 10) and Child Sexual Exploitation and Sexting the Children's Society.

Monitoring and Evaluation

The SRE programme will be monitored and evaluated regularly both by staff and students through the school's normal self-evaluation procedures.

Evaluation

Form tutors and students will be required to complete written evaluations at various stages of the SRE programme of work and specifically on completion of the work. A sample of student evaluations from Key Stage 3 and Key Stage 4 will be copied and retained by the Head of PSCHEE. A thorough analysis of these evaluations plus feedback and evaluations from form tutors will be carried out as part of the review of the SRE programme each year. Recommendations will be formally presented to staff and then implemented into future SRE programmes of work.

Information gathered as a result of the monitoring and evaluation processes will be implemented into future planning of the SRE programme and PSCHEE curriculum generally.

Programme of Work

The SRE programme of work covers the issues set out in the DCSF Sex and Relationships Education Guidance (July 2000). This states that secondary schools should:

- teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- use young people as peer educators, e.g. teenage mothers and fathers;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol; and
- ensure young people understand how the law applies to sexual relationships.

The school is aware that the teaching of some aspects of SRE might be of concern to teachers and students and will therefore ensure that sensitive issues are dealt with in an appropriate manner having regard to the age and cultural background of the students concerned. With this in mind, the school is currently using the 'Choices' materials, a programme of work for SRE specifically developed for Key Stages 3 and 4 by the LA Health Promotion Unit in conjunction with teachers, school nurses and other professionals. The programme covers all aspects of SRE as set out in the DCSF (SRE) Guidance document and includes guidance for teachers with respect to the delivery of SRE in the class room. The materials have also been developed in order to comply with the National Healthy Schools Standard and with reference to the Social Exclusion Report on Teenage Pregnancy. The materials also adhere to the DCSF (SRE) Guidance with respect to the following:

- the need to focus on boys and young men as well as girls and young women;
- ethnicity and the need for information to be both culturally appropriate and inclusive of all children;
- the requirement of schools to ensure that children with special educational needs and learning difficulties are properly included in SRE; and
- that sexual identity and sexual orientation are dealt with honestly and sensitively without direct promotion of sexual orientation. 'Young people, whatever their developing sexuality, need to feel that SRE is relevant to them and sensitive to their needs.' (DCSF (SRE) Guidance).

The 'Choices' materials allow for the development of all these issues through a variety of class room methods including discussion, role play and DVD extracts. The materials have been evaluated as part of the development process and continue to be reviewed and evaluated by the Health Promotion Unit.

Staff also choose the unit of work they wish to deliver all year on a carousel system, this works particularly well with SRE as it enables staff who feel confident and want to deliver the material to take the lead.

Outline of the Scheme of Work for the delivery of SRE through the PSCHEE programme - 'Choices' Materials.

Key Stage 3

Year 7

Week 1 Needs assessment. Ground Rules. Introduction to SRE

Week 2 Types of relationships. How relationships and responsibilities change with age.

Week 3 Relationships – managing, negotiating and dealing with conflict.

Week 4 Morals, attitudes and values.

Week 5 Changing relationships including loss and bereavement.

Week 6 Growing up, physical and emotional changes, puberty.

Year 8

Week 1 Needs assessment. Ground rules. Stereotypes.

Week 2 Emotions, relationships and dating – how they change as we grow up.

Week 3 Love, sex and peer pressure.

Week 4 Sexual activity – costs and benefits. Contraception.

Week 5 Assertiveness and personal safety.

Week 6 Priorities. The impact of parenthood.

Year 9

Week 1 Needs assessment. Ground rules. Unplanned pregnancy.

Week 2 Contraception and STI's

Week 3 Risky behaviour. Pressures and ways of coping.

Week 4 Outside agency (The Children's Society) Child Sexual Exploitation and Sexting

Key Stage 4

Year10

Week 1 Needs assessment. Ground rules. Sexual relationships. Vocabulary.

Week 2 Sex and the law including age of consent.

Week 3 When and where to get help. Avoiding and dealing with risky situations.

Week 4 Media pressure, self-image, sexual identity.

Week 5 Locala –Outside agency deliver a contraception lesson, this involves practical demonstrations of how to put on a condom.

Year 11

Week 1 Needs assessment. Ground rules. Parenthood – roles and responsibilities.

Week 2 Marriage and other long term relationships.

Week 3 Abortion – including feelings and emotions.

Students are also spoken to by an outside speaker as a year group on the realities of Living with HIV.

All Year groups have an hour long session with Barnado's Identity' team who come into school to deliver training to all pupils on LGTB + issues. The idea is to prevent homophobic bullying.

This programme is supported by the delivery of the National Curriculum for Science at Key Stages 3 and 4 covering the following:

- Recognise the changes that occur during puberty
- Name, identify and explain the functions of the main reproductive organs in humans
- Describe what happens in the menstrual cycle
- Explain what happens in fertilisation
- Explain the role of the placenta during pregnancy
- Explain why a pregnant woman must avoid some substances
- Describe what happens during birth
- Understand that conception and health can be affected by drugs and disease
- Recognise the reasons behind using fertility treatment
- Recognise how knowledge of the results of having sex is important in making lifestyle choices

Working with Parents

The school acknowledges that parents are the key people in teaching their children about sex, relationships and growing up but also that many parents find it difficult to talk to their children about sex and relationships. With this in mind, this policy and the SRE programme of work will be made available to parents for review and consultation in order to include parental opinion in the future development of the SRE scheme of work. The school also acknowledges that parents have the right to withdraw their children from all or part of the SRE programme provided by the school except for those parts included in the statutory National Curriculum for Science (detailed above). In such cases alternative arrangements will be made which could include a standard pack of information offered by the DCSF for parents who withdraw their children from SRE. In such cases pupils will be set independent work in lesson time on other aspects of the PSCHEE syllabus.

Working with the Wider Community

The school is aware that working with health professionals in the development and implementation of SRE programmes is useful and beneficial to staff and students alike. The school already calls on the services of the school nurses' team for support with the delivery of such topics as contraception and is prepared to extend this support as required. It has also begun to develop the wider use of external agencies with the introduction of a Health Morning for Year 9 students. This event will be reviewed annually and the opportunity for this kind of provision to be extended to other year groups will be considered. It is the responsibility of the Head of PSCHEE to monitor events of this nature and propose the future use of health professionals to support the delivery of SRE through PSCHEE.

Confidentiality

Many of the topics covered as part of the SRE programme are sensitive and may raise confidentiality issues. Staff involved with the delivery of SRE must be made aware of the school's confidentiality policy and specifically that teachers cannot offer or guarantee absolute confidentiality. The development of the SRE programme must consider carefully the issue of confidentiality and must prepare staff to work within the confines of school policy. The Head of PSCHEE must facilitate this and must also draw attention to links with the SRE programme and the school's Child Protection policy.

The policy for confidentiality within the SRE programme will include:

- reassuring students that their best interests will be maintained;
- encouraging students to talk to their parents or carers and giving them support to do so;
- ensuring that students know that teachers cannot offer unconditional confidentiality;
- reassuring students that, if confidentiality has been broken, they will be informed first and then supported as appropriate;
- if there is any possibility of abuse, staff will follow the school's child protection procedures;
- making sure that students are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service; and
- using ground rules in lessons.

Personal Disclosures

Disclosures from students may take place at an inappropriate time or place. If this happens, the teacher should talk again individually to the student before the end of the school day. The teacher may be able to discuss the issue with an appropriate member of staff without giving the name of the student. If not, the teacher should follow the policy on confidentiality as set out above. Teachers are not legally bound to inform parents or the head teacher of any disclosure unless the head teacher has specifically requested them to do so.

If a teacher learns from an under 16 year old that they are having, or contemplating having sexual intercourse, the school should take steps to ensure that:

- wherever possible, the young person is persuaded to talk to their parent or carer;
- any child protection issues are addressed; and
- that the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

(This guidance is in accordance with DCSF guidance for SRE).

The Head of PSCHEE will ensure that staff, students and parents are aware of this policy in accordance with DCSF guidance.