

# Haydock High School



## Sex and Relationships Policy

Policy Review Guidance	
Statutory	Yes
Review Cycle	Every 3 years
Reviewer	School Effectiveness Committee
Member of Staff Responsible	PSHE Lead
Last reviewed	June 2017
Next Review Date	June 2020

# **1. Aims and Principles**

## **1.1 Definition**

It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

There are 3 main elements:

- Personal Identities
- Healthy Lifestyles
- Risk
- Relationships
- Diversity

## **1.2 Aims of Sex and Relationship Education**

- To help and support students through their physical, emotional and moral development.
- To help students learn to respect themselves and others.
- To give students the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To reduce or delay sexual activity and the incidence of teenage pregnancy.
- To reduce the incidence of STIs including HIV/AIDs.

## **1.3 Key Principles**

- It is a legal requirement that all schools have a SRE policy. The policy must be available to parents for inspection on request. The Governing Body is responsible for developing the policy taking into account the culture of the community the school serves.
- All students have an equal entitlement to sex and relationship education.
- The sex and relationship education programme is firmly embedded in the PSHE framework.
- The effective delivery of sex and relationship education is part of the Haydock High School Healthy Schools Programme.
- The overall responsibility for drawing up this policy lies with the Governing Body and Headteacher, who will take into account the views of other stakeholders.
- Staff will receive appropriate training and support so that they feel confident to deliver the programme.
- The SRE programme forms one of the themes of Haydock High's Healthy Schools Standard

## 2. The Provision

2.1 SRE is delivered through the PSHE & Citizenship framework. The teaching and the materials will be appropriate to the age, and sensitive to the cultural background, of the students concerned.

The SRE programme includes:

- discrete time – timetabled PSHE lessons
- specified science lessons in year 7
- cross-curricular reinforcement in subjects like Ethic & Philosophy, Humanities and English
- extra-curricular time – e.g. Ablaze

2.2 The SRE programme in Year 7 will be taught alongside the reproductive system

## 3. Guidelines on Teaching Sex and Relationship Education

3.1 Sex education should be set within a broader base of self-esteem and responsibility for the consequences of one's actions.

Teaching should

- focus on relationships, love, commitment and the responsibilities of parenthood as well as sex
- focus on boys and young men as well as girls and young women
- build self-esteem
- teach the taking on of responsibility, and consequences of one's actions, in relation to sexual activity and parenthood
- provide information about contraception and where to access further advice
- use students as peer educators when possible e.g. teenage mothers to enhance the understanding of the full implications of early motherhood
- give a clear understanding of the arguments for delaying sexual activity and resisting pressure
- link sex and relationship education to other issues of peer pressure like drugs, smoking and alcohol
- ensure students understand the law and how it applies to sexual relationships
- take account of cultural sensitivities
- deal with homophobic bullying (social inclusion: Student Support Circular 10/99)
- **not** be a promotion of sexual orientation or sexual activity

## 3.2 Teaching and Learning Styles

A variety of teaching approaches will be used to take into account the different preferred learning styles and differences in physical and emotional maturity of the students. These approaches may include:

- DVD/Video will be used to introduce topics, issues and discussion points

- Visual/ Auditory/ Kinaesthetic (Active learning)
- De Bono's Thinking Hats
- Role play is used to explore issues relating to 'what is normal?' or saying 'No' for example
- Poster design – What's good about being a boy/being a girl?
- Quizzes
- Discussion in pairs, in groups, whole class
- Reflection on what has been learned

### 3.3 Teaching Strategies

3.3.1 It is good practice to set out **ground rules** to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:

- teachers/health professionals will not have to answer personal questions
- no student will be forced to take part in a discussion
- students will be encouraged to use the correct name for body parts
- meaning of words will be explained in a factual way

3.3.2 Teachers will use **distancing techniques** which involve de-personalising discussion and using role play to 'act out' situations.

3.3.3 Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:

- acknowledge the question and promise to speak to the students later on an individual basis  
and/or
- in consultation with the Head of Year/school refer the student to an appropriate agency – school nurse, helpline or school counsellor.

## 4. Specific Issues when teaching Sex and Relationship Education

4.1 Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

4.2 Teachers must be aware of the school Child Protection Policy as the teaching of SRE may raise the sensitive issue of child abuse. Joint guidance by the DfE, *Working Together to Safeguard Children* (published 2015), sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.

4.3 Confidentiality – disclosures from students may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the designated teacher for Child Protection. (See Safeguarding Children Policy,

Sept 2016)

4.4 The teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. SRE staff should give students information about different types of contraception and should give additional information about where they can obtain confidential advice and counselling, on an individual basis.

4.5 A key task for schools is to reduce/delay sexual activity and to reduce the incidence of teenage pregnancy through the teaching of SRE. National and local statistics should be used as the basis for discussion. In discussing the moral issues the religious convictions of students and their parents should be respected.

4.6 STIs including HIV and AIDs – the teaching about safer sex is one of the Government's strategies for reducing the incidence of STI's including HIV/AIDs. It is vital to give students appropriate information and knowledge about STIs and HIV/AIDs. As well as information students need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk taking behaviour such as drugs and alcohol. (See Drugs Policy).

## **5. The Role of Parents and Carers and the Community**

5.1 Research shows that children and young people want to receive their initial sex and relationship education from their parents and families with schools building on this later. However many parents find it difficult to talk to their children about these issues and fathers rarely take responsibility for giving SRE to their sons.

5.2 Teaching of some aspects of SRE by teachers might nevertheless be of particular concern to some parents. Parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of SRE. All the teaching of SRE should be within the agreed values and framework of this policy and the Government framework for PSHE.

5.3 Year 7 Parents will be informed by letter before the SRE programme in PSHE and the KS3 Science topic on reproduction are scheduled to start.

5.4 Parents have the right to withdraw their child from all or part of the SRE delivered as part of the PSHE programme, but not from those parts included in the statutory for Science.

5.5 The wider community will be involved at different times. Health professionals, particularly the school nurse, have a role to play and may work with teachers in delivering some aspects of the SRE. The nurse supported by the St Helens Healthcare team will also provide support in the form of a 'drop-in' session for students once a week. As a professional she will follow the St Helens Healthcare guidelines and keep within the remit of the 'Information for Schools' document. Peer educators may also be involved at times, to complement the SRE programme in school.

5.6 It is essential that the teacher is present in the lesson at all times if a visitor contributes to the delivery of SRE.

## **6. Review**

This policy will be reviewed in line with other school policies by a designated member of SLT in conjunction with stakeholders.