

Haydock High School



Sex and Relationships Policy

Policy Review Guidance	
Statutory	Yes
Review Cycle	Every 3 years
Reviewer	Quality of Education Committee
Member of Staff Responsible	PSHE Lead
Last Reviewed	July 2020
Next Review Date	July 2023

Haydock High School plays a central role in having a positive and sustained impact on children and young people's sexual health and well-being. All students at Haydock High School will receive high-quality sex and relationships education (SRE) as part of their personal and social development.

From September 2020, all schools have a statutory obligation to teach Health, Relationships and Sex Education (RSE). The DfE document 'Relationships Education, Relationships and Sex Education and Health Education' (July 2019) outlines the skills and knowledge all students must leave secondary school with (Appendix 1)

1. Aims and Principles

1.2 Aims of Sex and Relationship Education

Sex and Relationships Education at Haydock High School aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Our SRE programme helps children and young people to develop the skills and knowledge appropriate to their age, understanding and development, enabling students to make responsible decisions about their relationships, sexual health and well-being, it does not encourage early experimentation.

Haydock High will support students to:

- develop confidence and respect towards themselves and their relationships with others.
- understand the importance of stable, secure and loving relationships.
- develop a responsible attitude to sexual relationships.
- understand the laws relating to sexual behaviour.
- acknowledge the consequences and risks of sexual activity, including unplanned pregnancy and sexually transmitted infections (STIs).
- understand the links with other risk-taking behaviours, including the potential risks of online social networking.
- recognise cultural and social influences and resist unwanted pressure.
- negotiate their emerging sexual identity with confidence.
- know about the methods and availability of contraception and the prevention of STIs.
- understand the responsibilities of being a parent.
- know how to get consistent, appropriate information on sexual health and well-being from a range of agencies.

1.3 Key Principles

- It is a legal requirement that all schools have a SRE policy. The policy must be available to parents/carers 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 and citizenship curriculum.
- The effective delivery of sex and relationship education is part of the Haydock High School's 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.

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 throughout Years 7-11.
- compulsory National Curriculum science lessons for Year 7
- cross-curricular reinforcement in subjects like Ethic & Philosophy, Humanities and English
- additional curricular time – e.g. TAZ workshops

2.2 The SRE programme in Year 7 will be taught alongside the reproductive system and will focus on identity and respectful relationships with others e.g. friends.

3. Guidelines on Teaching Sex and Relationship Education

3.1 Our sex and relationships education is set within a broader base of self-esteem and responsibility for the consequences of one's actions.

Teaching should:

- be relevant to the students and their developing sexuality
- 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 encourage early sexual experimentation, sexual activity or the promotion of sexual orientations
- be of an inclusive manner, allowing equal opportunity to explore the features of stable and healthy same-sex relationships (this should be integrated rather than addressed separately or as part of a scheme of work as a stand alone lesson).

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
- Magenta Principles
- 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 answer personal questions
- no student will be forced to take part in a discussion
- staff and students will be encouraged to use the correct name for body parts and avoid slang terminology including those which may be viewed as derogatory in order to address student misconceptions.
- 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 refer the student to an appropriate agency, for example the school nurse, a helpline, TAZ.

All staff has the right to refuse to answer any question they feel is directly personal to themselves but may deflect to a scenario in order to de-personalise the response.

4. Specific Issues when Teaching Sex and Relationship Education

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

4.2 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.

4.3 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.

4.4 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).

Special Educational Needs

Children and young people with Special Educational Needs have the same right to RSE education as any other students and will be taught alongside all other students. However, teachers must be aware of and respond to individual needs in RSE lessons just as in any others, taking account of targets set in the student's pen portrait and/or EHCP.

The school is aware that due consideration should be given to the educational entitlement of all the students in its care and that they are taught appropriately. Where necessary we will seek guidance, advice and resources from the Local Authority.

Confidentially

Students at Haydock High know the rules regarding confidentiality and are reminded of them regularly. All staff and volunteers (including temporary and supply) are unable to offer confidentiality in discussions in lessons. However, it is duly accepted that health care professionals are able, under certain circumstances, to maintain confidentiality except in circumstances where they have Child Protection or other safeguarding concerns. The school nurse is unable to offer confidentiality in lessons; however, school nurses can offer confidentiality within the 'drop in' service although in a safeguarding situation; school nurses will always act in the best interests of the child/ young person. If disclosures are made, the DSL and Head of School will be informed – they will assess the information sensitively and decide what further action to take.

Safeguarding and Child Protection

Safeguarding is everyone's responsibility. Everyone who comes into contact with children, young people and families has a role to play. It is the responsibility of every member of staff to know and abide by the school's Child Protection and Safeguarding policy. s. If any member of staff has a concern about the safety of a student, they must report their concerns to the Safeguarding teams using the school procedures.

All staff are required to read 'Keeping Children Safe in Education' Part 1 (2020) and new staff are made aware of this during their induction.

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 request to withdraw their child from sex education as delivered as part of the RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point If the child themselves wishes to receive sex education rather than be withdrawn the school will make arrangements for this to happen in one of the three terms before the child turns 16 (the legal age of sexual consent).

5.5 There is no right to withdraw from Relationships Education as it is believed that the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

5.6 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.

5.7 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 every 3 years.

Appendix 1

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families

Students should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Students should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is equal

Online and Media

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being Safe

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health

Students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment

- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Student should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)