



Hardenhuish School Relationships and Sex Education Policy

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Manager**



Hardenhuish School

Relationships and Sex Education Policy

Basic Information

1 WHAT IS RELATIONSHIPS AND SEX EDUCATION?

The term Relationships and Sex Education (RSE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to DfE guidance, RSE is:

‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect and love and care. It is also about the teaching of sex, sexuality and sexual health.’

The guidance highlights the importance of effective relationships and sex education “if young people are to make responsible and well informed decisions about their lives.”

“Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.”

“Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.”

DfE ‘Sex and Relationship Guidance’, 2000.

2 AIMS OF RELATIONSHIPS AND SEX EDUCATION

The National Strategy for Sexual Health has the following five aims:

- Reduce the transmission of HIV and STIs;
- Reduce the prevalence of undiagnosed HIV and STIs;
- Reduce unintended pregnancy rates;
- Improve health and social care for people living with HIV;
- Reduce stigma associated with HIV and STIs.

Hardenhuish School believes that RSE should support these five aims but above all should:

- Be an integral part of the learning process, beginning in childhood and continuing into adulthood;
- Be provided for all children, young people and adults, including those with physical, learning or emotional difficulties;
- Encourage exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision making skills;
- Foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid peer pressure and unwanted sexual experiences.

We aim to:

- Encourage personal responsibility in all forms of behaviour;
- Develop self-esteem;
- Encourage respect and consideration for others;
- Provide support and information for young people and their parents;

- Help pupils feel secure while working in this area.

3 CONTENT

The most recent DfE Sex and Relationship Education document (updated September 2012) suggests that RSE should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- 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 exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment;
- know how the law applies to sexual relationships.

Hardenhuish follows these DfE suggestions and Wiltshire guidance which suggests that RSE should have a 'Delay' approach. This 'Delay' approach is:

1. Supporting young people to make choices about sex that feel right for them and helping them to decide when they are really ready;
2. Giving young people the skills to say 'no' to pressure they come under to have sex e.g. from peers, boy/girlfriends, the media and cultural assumptions;
3. Ensuring all young people have access to excellent RSE which offers them space to grow in emotional awareness and self-esteem, in understanding themselves and others as well as the more 'mechanical' issues such as how to use condoms properly, contraception and accessing services and support;
4. Giving young people friendship skills so they can meet many of their social and emotional needs through friends rather than looking to sex to deliver this;
5. Balancing messages that it's fine to delay sex till it's a positive decision with good, accurate information and the skills to negotiate sex when they do choose to take this step – and being positive about intimacy, sex & pleasure;
6. Discussing with young people what makes a good relationship and how to explore non-sexual ways of being intimate and close to someone;
7. Understanding that many young people we work with won't be having sex – in fact the majority under 16 won't – and some won't be happy with the sex they are having, and making this clear in how we work with them;
8. Being clear that this is relevant to all young people – heterosexual, gay, lesbian, bisexual and those questioning their sexuality;
9. Giving the message that sex isn't a treadmill – you can get off. Just because you've already had sex doesn't mean you have to go on – you can take time out for yourself and stop for a while till you know you're ready. Alongside this we cover the issues around giving consent to sexual activity, what this means and how to respect a 'no' decision.
10. Providing excellent high-quality sexual health services and support which enable young people to access condoms, contraception, emergency contraception, abortion and support for choices about sexuality – as well as a place to talk about relationships, sex and sexuality and to get support for saying 'no' to unwanted sex.

Jo Adams Associates 'Delay is...' 2007.

4 ORGANISATION

- a) RSE is jointly co-ordinated by the Curriculum Leader of PSHE (Personal, Social & Health Education) and the Curriculum Leader of Science. They are responsible for the overall planning, implementation and review of the programme.

- b) **It is taught through:**
- i Modules within Personal, Social, Health and Citizenship Education (PSHCE), Religious Education and Science;
 - ii Addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the sex education programme and therefore not subject to the parental “right of withdrawal”;
 - iii Our whole school ethos;
 - iv and, if appropriate, on a one-to-one basis with those children with special educational needs.
- c) **Teaching approaches:** A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Further details can be gathered from discussion with the different teachers and in the faculty specific information at the end of this policy.
- d) **Pupil grouping:** Pupils are taught in mixed ability groups or sets. These are mixed gender groups; there may be occasions when girls and boys are taught separately.
- e) **Resources:**
- i **Materials:** A range of different materials are used. Materials are usually developed in conjunction with the local health professionals and after seeking their advice on local issues (such as prevalence of STIs in the area).
 - ii **Staff:** It is important that staff feel comfortable with the subject matter and all colleagues teaching RSE for the first time are given sufficient in-house training beforehand. Professional health advice is sought and the school nurse visits all Year 9 PSRE classes and all Year 10 & 11 PSHCE classes to give advice on contraception and STIs. We recognise the value of visitors with relevant expertise and will ensure that they work within the school’s policy and value system. We also invite a local Christian Youth Worker to visit Year 10 classes to deliver sessions on marriage and delaying sexual activity. The School Matron provides drop-in sessions for pupils seeking information and counselling. Pastoral Managers are also available for pupils seeking advice on this subject.
- All staff are asked to teach within the school’s value framework. (See 3).
- f) **Time available:** A developmental programme is planned to ensure that all pupils learn through a series of opportunities. This allows pupils at different developmental stages to learn at their own pace.

5 SPECIFIC AND CONTROVERSIAL MATTERS

The following issues relating to sex education may occur. Staff, parents and pupils need to understand the school’s procedures.

- a) **Confidentiality and Advice: Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made various actions will ensue. At the same time pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.**
- i **Disclosure or suspicion of possible abuse:** The school’s child protection procedures will be invoked. All cases should be reported to a deputy as soon as possible. (See the Child Protection Handbook for further details).
 - ii **Disclosure of pregnancy or advice on contraception:** It is hoped that the following procedures will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Professional information and guidance will always be sought from a health professional such as the Matron or medical personnel outside the school.

The school will always encourage pupils to talk with their parents first.

- pupils should be asked whether they can tell their parents and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parents. It will need to be checked that the child has done this.
 - if pupils refuse to tell their parent(s) the adult should refer them to a health professional such as the Matron or medical personnel outside the school.
 - the adult should report the incident to the Headteacher or deputies who will consult with the health professional about informing parent(s).
 - over 16s are assumed to be able to take greater responsibility for their own health.
- b) As part of the RSE programme issues of contraception, HIV/AIDS, sexuality, abortion and family life are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider the attitudes and values within the framework set out in 3. They will be made aware of the difference between fact, opinion and religious belief.
- c) Complaints procedure: Any complaints about the RSE curriculum should be made to the Headteacher or Deputy Headteacher who will report to the governors via the link governor (see 7).
- d) **Parental partnership:** Under the 1993 Education Act parents have the right to withdraw their children from all or part of the RSE programme. However, from 2011 this right will only apply to parents while their child is under 15 meaning that RSE will become compulsory for all Year 11 pupils. Parents wishing to exercise their right to withdraw their child are asked to make an appointment to meet the Curriculum Leader of PSRE or the Curriculum Leader of Science to discuss the issues. During the meeting an alternative programme will be negotiated with the parent. Once the child has been withdrawn they cannot take part in later RSE without parental approval until they reach Year 11.

The school may convene occasional meetings to inform parents of the RSE programme, policy and practice via the Parent Information, Advice and Guidance Meetings.

6 MONITORING AND REVIEW:

- RSE will be monitored by the Curriculum Leader of PSRE and the Curriculum Leader of Science in the first place, and will be overseen by the senior management. The Curriculum Leader for Learning Support/SENCo will be consulted for those children with special educational needs.
- The Chair of the Governors Curriculum Committee will have a link role between the school and the governing body.

7 DISSEMINATION OF THE POLICY

This policy will be placed in the school prospectus and full programmes of study are available on request to parents through the Headteacher, Curriculum Leader of PSHE or Curriculum Leader of Science.

Appendix 1

PSRE Faculty: Delivery of Relationships & Sex Education

The PSRE Faculty is responsible for delivering modules on Relationships & Sex Education (RSE) in Years 7-11. The Year 7 classes are mixed ability but the Year 8 and 9 classes are set according to their academic ability in RE and Humanities. In Years 10 and 11 PSHCE classes are mixed ability and the RSE module is taught by the core PSHCE teacher within the PSHCE programme. As well as RSE Year 10 study a module on 'General Relationships' and Year 11 study a module on 'Parenting'.

In Year 7 the following issues are covered in a module titled 'Relationships' taught in Term 3:

- What are the different relationships we can have with people?
- What makes a positive relationship?
- What can make a negative relationship?
- How can relationship problems be resolved?
- How can we improve our relationships?
- What are the different issues surrounding bullying? (To include showing a DVD about Text Bullying)
- What is Child Protection? (To include showing a DVD called 'Can I tell you a secret?' Where a young boy is a victim of sexual abuse from a known adult)

- How can we keep ourselves safe? (To include showing a DVD on internet safety and visit from our police liaison officer)

In Year 8 the following issues are covered in a module titled 'Relationships and Sex Education' taught in Term 6:

- Ground rules for RSE lessons;
- The law regarding sexual activity;
- Puberty and sexual anatomy with emphasis on the correct vocabulary;
- Love;
- Attraction;
- Homosexuality;
- Reasons to delay sexual activity;
- Peer pressure;
- An introduction to contraception and sexual health.

In Years 9-11 the following issues are covered in further RSE modules in the second half of each of these school years:

(It is important to note that many of the issues covered in Year 8 are revisited in Years 9-11)

- Further introduction to contraception and sexual health
- The link with alcohol and unsafe sex.
- First time sex and the different consequences;
- Sexually Transmitted Infections (STIs) – detailed consideration of the full range of STIs including symptoms and treatment;
- Casual sex;
- Abstinence/sex within a loving relationship (Year 10 session delivered by local Christian Youth Workers);
- Different types of relationship;
- What to look for in a relationship;
- Assertiveness;
- Consent
- Sexual abuse and Child Protection.
- HIV/AIDS
- Child Sexual Exploitation;
- Pornography
- Further Sexual Health
- The link with alcohol and drug misuse.

A variety of teaching methods are used including group discussion and a range of different DVD case studies or documentaries.

Pupils may be encouraged to ask questions within the lessons and this may be extended to using a 'question box' where written questions can be dealt with 'anonymously'. Teachers are advised to use their professional judgement and knowledge to:

- ❑ answer as many questions as possible;
- ❑ refuse to answer something they feel insufficiently knowledgeable or confident about, or refer pupils of the opposite sex to a colleague of the same sex to answer specific questions;
- ❑ discuss with colleagues before answering any questions that are 'side issues', and respond in a way appropriate for **all** the pupils in the group;
- ❑ avoid any discussions which directly relate to their own personal sexual experience, orientation, religious belief or opinions (e.g. on controversial matters such as abortion) and ensure that pupils are made aware that people may hold different views and that it is the role of the teacher to present the information in such a way that they can confidently make up their own minds;
- ❑ offer the opportunity for a small group (never an individual pupil) to receive answers to questions which the professional judgement of the teacher considers inappropriate for all. (If invited to do so by the teacher, pupils whose question has not been addressed within the lesson, in order to receive a reply, would need to approach the teacher directly within a small group);
- ❑ avoid a situation where a teacher and pupil are having a 'delicate discussion' alone, particularly if advice is sought;

- ❑ **immediately follow the code of practice outlined in the Specific and Controversial Matters section of the Relationships and Sex Education Policy if discussion with a pupil leads to disclosure or suspicion of abuse or pregnancy.**

Appendix 2

Science Faculty: Relationships and Sex Education – Guidelines for Staff

In general, it is advisable that this aspect of the curriculum is delivered by a teacher with a good knowledge of the class. Units related to reproduction are not taught at the start of a new year. Staff delivering sex education need to feel knowledgeable, confident and aware of their responsibilities. This must be kept in mind in the event of staff absence so that suitable cover work is left; please refer to the Curriculum Leader for Science if in doubt.

These guidelines have been produced to ensure:

- ❑ staff are aware of the code of practice for the delivery of sex education agreed by the school
- ❑ pupils receive factually correct scientific information within the framework of the Personal and Social Development programme adopted by the school
- ❑ pupils' questions are answered in an appropriate way, with careful consideration to the needs of the particular pupil or group, and due regard to the protection of the member of staff from possible accusations made by pupils or parents at some later date.

Staff involved in the delivery of any of the following topics are reminded that they should first have referred to the current Relationships and Sex Education Policy of the school (*found in the Staff Handbook*). Any sensitive areas are highlighted in schemes of work to ensure the National Curriculum in Science is accessible to all pupils.

In Year 7 the following issues are covered in a module titled 'Reproduction/Sex and Science':

- Human reproductive systems unite male sex cells (sperm) and female sex cells (eggs) to produce a fertilised egg cell with genes from both parents.
- The fertilised egg cell divides repeatedly to produce an embryo/foetus and its life support system – the placenta.
- Conception and contraception
- Changes during adolescence and puberty.

As part of the GCSE Science courses the following issues are covered

- The key features of meiosis and mitosis, where used & difference between the two processes.
- Sexual and asexual reproduction - how sexual reproduction gives rise to variation
- How sex and some genetic disease is inherited in humans.

We aim to include a variety of teaching approaches within the Schemes of Work for staff to select from.

Key Points

Pupils should be taught:

- the correct terminology for the parts of the body involved with sexual reproduction;
- about the physical changes that take place during puberty, and be made aware that these take place alongside emotional changes which can have an equally dramatic impact on their life (but may be less obvious to other people);
- about the emotional development needed to take over responsibility for themselves from parents/guardians as they grow up and the need to recognise the responsibilities involved in bringing up children in the future themselves;
- about the importance of loving, stable relationships, especially when considering starting a family;
- about the reasons for variation between human beings, both genetic and environmental, and the need to be understanding and tolerant about the differences in others without prejudice or discrimination;
- about the principle of contraception as a means of preventing conception;
- about the difference between a sexually inherited condition and a sexually transmitted disease.

Pupils may be encouraged to ask questions within the lessons and this may be extended to using a 'question box' where written questions can be dealt with 'anonymously'. Staff are advised to use their professional judgement and knowledge to:

- ❑ answer as many questions as possible within the framework of the lesson plans already set out in the relevant scheme of work;
- ❑ refuse to answer something they feel insufficiently knowledgeable or confident about, or refer pupils of the opposite sex to a colleague of the same sex to answer specific questions;
- ❑ discuss with colleagues before answering any questions that are 'side issues', and respond in a way appropriate for **all** the pupils in the group;
- ❑ avoid any discussions which relate to their own personal sexual experience, orientation, religious belief or opinions e.g. on controversial matters such as abortion. Pupils should be made aware that people may hold different views and that it is the role of the teacher to present the information in such a way that they can confidently make up their own minds;
- ❑ offer the opportunity for a small group (never an individual pupil) to receive answers to questions which the professional judgement of the teacher considers inappropriate for all. (If invited to do so by the teacher, pupils whose question has not been addressed within the lesson, in order to receive a reply, would need to approach the teacher directly within a small group);
- ❑ avoid a situation where a teacher and pupil are having a 'delicate discussion' alone, particularly if advice is sought.
- ❑ **immediately follow the code of practice outlined in the Specific and Controversial Matters section of the Relationships and Sex Education Policy if discussion with a pupil leads to disclosure or suspicion of abuse or pregnancy.**

Members of the Faculty recognise that all staff need opportunities to discuss and share appropriate strategies of dealing with sensitive issues. It is recognised that confidence builds on successful experience and that, by regularly reviewing these guidelines together with PSHE staff, we may enhance the teaching and learning experience within the school.