

HELLESDON HIGH SCHOOL SEX AND RELATIONSHIPS EDUCATION POLICY

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The policy owner is:	Principals of HHS
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Signed: Chair of HHS	

HELLEDON HIGH SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Introduction

This policy was originally developed by the School Personal, Social, Health and Economic (PSHCE) Education Co-ordinator through a variety of consultation methods involving students, parents/carers, staff, governors and the Norfolk Healthy Schools Adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) Programme.

Policy Statement

SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE contributes to Healthy Norfolk Schools Standards and 'Every Child Matters' and also can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act and the National Curriculum (2008) consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE Programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DCSF Sex and Relationship Education guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

Under the Academy Trust's Funding Agreement with the Department for Education, the Academy Trust is required to: 'have regard to any guidance issued by the Secretary of State on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and they learn the nature of marriage and its importance for family life and for bringing up children'.

Other related policies and documents include the Safeguarding (incorporating Child Protection) Policy, Anti-Bullying Policy, Drug Education Policy, and the Equality Policy.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the School for staff, parents/carers and governors. The document is available on the School Website.

Moral and Values Framework

The SRE Programme at Hellesdon High School reflects the School ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, School and wider community

Equal Opportunities Statement

The School is committed to the provision of SRE to all of its students. The programme aims to respond to the diversity of students' cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups, but there may be occasions where students with Special Educational Needs are given extra support from SEN staff.

Content

In Key Stage 3 students will learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They will learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice and support and when and where to get help, such as from a genito-urinary medicine clinic.

In Key Stage 4 students will learn to recognise the influences and pressures around sexual behaviour, how to respond appropriately and how to seek professional health advice. They will learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent will also be considered. Content of lessons also will reflect local trends and data with relation to teenage pregnancy rates.

The content of lessons were decided upon after the consultation process involving students, parents/carers, staff, governors and Norfolk Healthy Schools Advisers using the Ofsted Sex and Relationship guidance (2002) as a basis for discussion. A more detailed scheme of work is available on request.

Materials used reflect the age and cultural backgrounds of the students in relation to images used. The range of material used is available to parents/carers and informative books are available to students in the library.

Organisation

SRE will not be delivered in isolation, but firmly embedded in curriculum areas, including Science, RE which includes; Personal, Social Health Education (PSHCE) and Citizenship. At Hellesdon High School the main content will be delivered in RE lessons in all years. This will ensure a coherent spiral curriculum.

SRE will normally be delivered by specialist teachers in mixed ability gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation will be used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside School may be invited to contribute to the delivery of SRE in School. There is a code of practice for using visitors to support the delivery of PSHCE:

- Visitors are invited in to School because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the School's SRE policy and work within it;
- All input to PSHCE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Evaluation of the SRE Programme outside the science order will be conducted using a variety of informal activities which have been built into the programme. Teachers will be required to keep their own personal evaluation of each lesson which may be used by the co-ordinator to inform future planning.

Liaison procedures are already in place with the main feeder schools in the area. Discussions on SRE are included.

Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within SRE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at School except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to write to the Principals who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE Programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the named Child Protection Co-ordinator who may confer with the Principals before any decision is made.

The student concerned will be informed that confidentiality is being breached and reasons why. The student will be supported throughout the process.

Child Protection

The School has a separate Safeguarding/Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. All outside agencies are also aware of their responsibility with regard to disclosure and child protection.

Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity the School will ensure that:

- The young person is persuaded to talk to their Parent/Carer;
- Child Protection issues are addressed;
- The young person receives adequate counselling and information;
- The Principals will monitor the frequency of cases where they handle information without parental knowledge.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues will be taught without bias. Topics will be presented using a variety of views and beliefs so that students are able to form their own, informed opinions, but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal questions will be answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. The School believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-ordinator if they are concerned.

Sexual Identity and Sexual Orientation

Hellesdon High School believes that SRE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying will be dealt with strongly yet sensitively. The School will liaise with parents/carers on this issue to reassure them of the content and context.

Dissemination

All staff members, governors and PTA committee members will be made aware of this policy. Training will be regularly delivered to staff on the policy content. A copy is available on the School Website or from the School office on request of the Parent/Carer. A short summary of the policy is included in the school prospectus.