



## HEALTH, SEX AND RELATIONSHIP EDUCATION POLICY

Responsibility	Zoe Budding
Date of last review	June 2016
Date of next review	June 2018

### 1. Aim and Objectives

#### Aim:

The aim is that this policy contributes to our ethos of valuing and including each individual in the school community and that it informs staff/student relationships, both one to one and in PSHE and other classes.

#### Objectives:

Towards this aim, students will be given:

- Objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexuality, sexual exploitation, sexual relationships and information about confidential helping services;
- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender;
- Opportunities to discuss some moral issues – hearing the points of view of others and respecting other people's decisions, rights and bodies;
- A chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships. Within this, identification and discussion of relationship abuse.

### 2. Moral and Values Framework

Our framework of values for sex and relationship education, to which all of us teaching the subject subscribe, is to attempt to foster:

- A respect for self and others;
- Non exploitation in sexual relationships;
- A culture in which we explore rights, duties and responsibilities in relationships;
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class;
- Realistic discussion about the effects of early sexual activity and society's attitude towards this.

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

### 3. School Sex and Relationship Education Programme

A programme is available from the PSHE Co-ordinator.

The programme is co-ordinated by Zoe Budding and is taught by a specialist team of volunteer teachers.

#### **4. Approach and Methodology**

A variety of teaching methods are used to inform and to encourage reflection. A safe environment for discussion is created by the use of ground rules and distancing techniques. We carefully select teaching material from the best that is available at any time (parents are very welcome to see any of this material). Informal language for parts of the human body, and sexual activity, may be used in the class but formal terms will be taught.

Teachers will be offered guidance on answering students' questions and concerns. If a question seems too explicit, or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis.

Health, Sex and Relationships Education will generally be taught in mixed groups, but there may be occasions when it is deemed appropriate to organise lessons on a single sex basis.

Objective discussion of homosexuality and diversity in sexual orientation will take place in sex and relationship education lessons in order to meet the needs of all pupils. There will be no promotion of any sexual orientation.

In the PSHE programme we attempt to select activities and resources which are age, experiences, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

#### **5. Procedures for reviewing effectiveness of programme**

Evaluation meetings will be held annually with staff teaching the programme, and student views will be sought by anonymous questionnaires and focus groups. Parents' views will be sought by feedback at parents' meetings, open evenings and/or from focus groups. The programme will be responsive to these views.

#### **6. School liaison with Primary/Middle School Feeders**

Liaison with the feeder schools is carried out by Zoe Budding, Head of Student Achievement, and our programme is informed by what students are taught in the primary and middle schools feeding in to Pershore High School.

#### **7. Complaints Procedure**

Any complaint about the content or delivery of the Sex and Relationship Education programme should be addressed to the PSHE Co-ordinator.

#### **8. Withdrawal of pupils from sex and relationship education**

Any parent wishing to withdraw their child from sex and relationship education should be encouraged to make an appointment with the PSHE Co-ordinator, to discuss the matter. Students cannot be withdrawn from any part of the teaching which falls within the National Curriculum. Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled and, if appropriate, the teacher may ask a relevant PSHE teacher to develop the subject at another time.

9. **Contraceptive 'advice', information and referrals, and under 16's**

Students will be taught about controlling fertility and safer sex as part of the sex and relationship education programme. This will include information on how all students, including under-16s, can access local services for confidential advice and treatment. Students who have been withdrawn from sex and relationship education by their parents are still entitled to the information about local services. Worcestershire's Little Directory will be given to all students by the end of Year 9.

It is not the role of teachers to advise on health or sexual health issues, in any detail. They will encourage the student to talk to a parent/career, a school nurse, young peoples' health service, (Time 4U) or GP.

10. **Time4U**

An independent "Time4U Drop In" is available on school premises during Thursday lunchtimes. Here, students may access confidential advice and services provided by a range of services including School Nurses, Youth Service, Sexual Health Nurses and Connexions.

11. **Safeguarding Children**

i) **Confidentiality** (in the classroom)

What a student says or writes in the classroom is by definition not confidential. Students should be encouraged to speak in general terms, rather than personal, by the use of ground rules and distancing techniques. When discussing issues in the classroom students' disclosures which indicate the student is at risk (see below) must be reported by the teacher to the Designated Senior Member of Staff for Safeguarding of Children (DSMS), who will decide whether parents should be informed, and any other action taken. Class teachers will not directly inform parents of disclosures.

ii) **Confidentiality** (individually)

Teachers may not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures which cause concern that a student may be at risk. If a teacher believes a student to be at risk, she/he should inform DSMS and tell the student this is what they are doing.

Teachers will recognise the importance of listening to the concerns of individual students. Staff will also be aware that young males find it more difficult than females to express emotions, and will offer support where possible.

**iii) Students are deemed to be 'at risk' if they are:**

- Involved in situations where they can endanger themselves or others;
- Involved in situations where they are being exploited or are exploiting others;
- Victims of abuse, physical/sexual or emotional; this would require referral to the DSMS.

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

- Wherever possible, the young person is persuaded to talk to their parent or carer;
- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services;
- Any child protection issues are addressed.

The School Governors and Senior Leadership will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

**12. Pregnancy/Parenting**

A student who is continuing with a pregnancy will be given time with the Head of House/Head of Student Achievement to ensure she knows how she may continue her schooling or FE and what benefits, child care etc are available. Options would include support from CSSS to continue studies outside of school setting. The school nurse will help her to access ante and postnatal care.

We will also be sensitive to the needs of young fathers (to be) ensuring support around behaviour of peers, and a pointer to sources of advice on legal and other issues eg CABs.

**13. Procedure for supporting any members of the school community infected with HIV, Hepatitis B or C**

Staff should not expect to be informed of a students' or colleagues' HIV or Hepatitis status. A member of staff who is told of a student's blood borne viral status, should inform the Head Teacher and no one else. She/he will tell the student this is what they are doing. No student or member or staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current guidelines, and assume that blood spills can be infectious in some circumstances.

**14. Working with Parents**

We always welcome the views of parents on what we are trying to achieve in the school. Any parent who wishes a copy of this policy may have one. We may also hold parents' evenings on PSHE including sex and relationship education, where we encourage parents to be involved in discussing what we teach.