

Stretford High School

Relationship and Sex Education Policy

Ratified by the Board of Governors: December 2015

Review date: July 2018

This policy was developed in response to Sex and Relationship Education Guidance DfES July, PHSE programme of study 2013, the National Teenage Pregnancy Strategy and National Schools Programme.

Consultation Process:

- Review of Relationship and Sex Education delivered through Science, Stretford Baccalaureate and Humanities curriculum.
- Consultation with school governors.

What is Relationship and Sex Education?

Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance for loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Policy Aims:

The aim of Relationship and sexual Education is to provide children with age appropriate information explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

- To provide the knowledge and information to which students are entitled.
- To raise students' self- esteem and confidence, especially in their relationships with others.
- To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To develop students skills for a healthier safer lifestyle.
- To develop students communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To provide a description how relationship and sex education is delivered, monitored and evaluated in school.
- To help students learn to respect and care for their bodies.
- To prepare students for puberty and adulthood.
- To help students learn how to gain access to information and support.

Relationship and Sex Education at Stretford High has three main elements:

Attitudes and Values:

- Learning the importance of values, individual conscience and moral choices.
- Learning the value of family life, stable and loving relationships and marriage.
- Learning about the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.
- Challenging myths, misconceptions and false assumption about normal behaviour.

Personal and Social skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of consequences of choices made.

- Managing conflict.
- Empower students with skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding:

- Learning and understanding different stages of physical development.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning the reason for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

The personal beliefs and attitudes of adults will not influence the teaching of relationship and sex education in school.

Learning outcomes for Relationship and Sexual Education within the school:

By the end of Key Stages 3 and 4 students will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will have also have considered their own and others attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

Organisation of Relationship and Sexual Education:

Relationship and Sexual Education is co-ordinated by the Deputy Head Teacher with the Director of Stretford Baccalaureate taking the lead. Biological aspects of relationship and sexual education are taught within the science curriculum and some moral aspects are taught within humanities, learning tutor time and Stretford Baccalaureate. A range of teaching methods which involve students' full participation are used to teach. These include small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

The school nurse offers a drop in service to provide students with relationship and sexual information and advice which follow safeguarding guidelines.

Assessment is carried out at the end of every module and involves, teacher, student and peer.

Students are given opportunities to feedback on their learning.

Terminology:

Teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Dealing with difficult questions:

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual student's needs. This may involve referring the student back to parent/carer, school nurse or young person's health drop in service for an answer or seeking advice from the Deputy Head teacher.

Inclusion:

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

We will aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them.

Parents/carers have the right to withdraw their children from all or part of relationship and sex education except for those parts included in the statutory National Curriculum. We would make alternative arrangements in such cases. Parents/ carers are encouraged to discuss their decisions with staff at the earliest opportunity.

Confidentiality, Controversial and Sensitive Issues:

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure the young person understands that if confidentiality has been broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Support for pregnant teenagers and young fathers:

Any student who is continuing with a pregnancy will be given time with the Deputy Head teacher to ensure she knows how she may continue her education within school and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from other agencies. The school nurse will help her to access antenatal and postnatal care.

We will also be sensitive to the needs of young fathers ensuring support around behaviour of peers and information on sources of advice on legal and other issues.

Monitoring and Evaluation of Relationship and Sex Education:

It is the responsibility of the Director of Stretford Baccalaureate to oversee and organise the monitoring and evaluation, in the context of the overall school plans for monitoring the quality of teaching and learning.