

Bank View High School



Relationship and Sex Education Policy

Bank View High School: Relationships and Sex Education Policy.

1. Introduction.

This policy covers the approach of Bank View High School to the teaching and learning of Relationships and Sex Education. It was produced using the guide lines of The PSHE Association following consultation between the head teacher, curriculum governor, senior leadership team, subject lead, safeguarding mentor and parents.

The policy will be reviewed early in 2019 in order to ensure compliance with the Governments amended Children and Social Work Bill (2016/17) and the Department of Education's forthcoming comprehensive programme to set out consistent, age appropriate subject content which addresses the increasing risks to children and the necessary support for high quality teaching.

The policy will be made available to parents via the school website within the policies section. A copy can also be made available on request.

2. Rationale.

Relationships and Sex Education is a partnership between home and school. At Bank View High School it is taught in accordance with the following legislative requirements:

- The Education Act, 2002 where all schools are required to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life.
- The Children Act, 2004 where schools maintain a statutory obligation to promote the wellbeing of all pupils
- The Educations and Inspections Act, 2006 which laid a duty on governing bodies to promote the well-being of pupils at the school.

Children and young people also have a right to a good quality inclusive education, as set out in the United Nations Convention on the Rights of The Child 1989.

At Bank View High School we believe that the teaching of high quality Relationships and Sex Education is essential in order to satisfy the universal entitlement of children and young people to learning that will enable them to live safe, fulfilled and healthy lives. We also believe that it makes a significant contribution to protecting them by addressing specific national and local health priorities.

During Relationships and Sex Education lessons, younger pupils will revisit and consolidate knowledge and understanding related to preparation for the changes at puberty and issues around respect and keeping safe. Upper key stage 3, Ks 4 and 5 will be provided with a comprehensive body of knowledge and understanding about different types of relationships, keeping safe and sexual health to manage fertility and avoid infection, taking account of their development and the spiral curriculum concept.

3. Values.

Relationships and Sex education lessons at Bank View High School are underpinned by values related to the importance of stable relationships which may include marriage, civil partnerships and family life. We are committed to giving opportunities to consider the exploration of values and attitudes surrounding sexual matters in our own and other cultures and what this knowledge and understanding means to our pupils. We also recognise our responsibility to foster and develop the skills and strategies they will need to apply this knowledge in their lives.

3.1 Pupils will be encouraged to consider the importance of the following values:

- Respect for themselves and others
- Responsibility for their own actions
- Responsibility to the family, school and wider community.

3.2 They will be helped to develop the following skills:

- Communication
- Assertiveness
- Decision making
- Recognising and using opportunities to develop a healthy lifestyle
- Resilience.

4, Aims and Objectives.

The overarching aims and objectives of Bank View High School are for our pupils to gain overall life skills and qualifications to be able to access tertiary education or employment in order to lead safe independent lives. We believe the high quality teaching of Relationships and Sex Education (R.S.E.) within the comprehensive subjects of Personal, Social, Health and Economic Education, Science and R.E. is pivotal to that success.

4.1 Within the R.S.E. programme we teach pupils about

- Physical development of their bodies as they grow into adults
- The way humans reproduce

- Respect for their own bodies and the importance of sexual activity as part of a committed, long term, loving relationship
- The importance of family life
- Respect for the views and cultures of other people and their sexual orientation
- Sexual worries or abuse including Female Genital Mutilation (F.G.M) , forced marriage and how and where to get help
- HIV /Aids, STI's and their risks, prevention and treatment
- Positive benefits of delaying sexual activity.
- The laws related to sexual activity, confidentiality and consent.

5. Delivery

Relationships and Sex Education is coordinated by the lead PSHEe teacher Ms. A Murphy in consultation with the Head Teacher, Ms. J Gelling, Safeguarding Mentor, Ms Layla Feeney and Science co-ordinator, Ms. A Flynn

Delivery is through planned aspects within the discreet PSHEe programme, Science and R.E. curriculum. In the spring term, key stages 4/5 attend sessions delivered by Talk the Talk, a specialist outside agency which provides sexual health information and education. An opportunity is also provided for parents to discuss the content and possible impact following these sessions.

6. Teaching Approaches

A variety of teaching methods is used when teaching Relationships and Sex Education. Under the Learning Skills Act November 2000, we have a legal duty to ensure that all pupils are protected from teaching materials, which are inappropriate. Resources must have regard for the age, religion and cultural background of the pupils concerned. Prior to the Sex and Relationship Education lesson, parents will be informed via a letter. Pupils may be given booklets during lessons and to take home. Information is also available for pupils in the Additional Resource Centre (ARC). Resources used will be made available to parents to view at annual reviews etc. Individual parents can also view resources by contacting the Head teacher.

6.1 Pupils are given the opportunity to access the curriculum through reading, modelling, differentiation, DVD's, role play, baby dolls, circle time, ICT, comments and suggestion box (allowing pupils who would otherwise feel embarrassed, to ask questions and give them a chance to say what they want to know) and flexibility in classroom management. On some occasions, outside agencies are invited into school to share experiences e.g. people from different life experiences, school health team, health advisors and healthy schools team. Guest speakers are also invited during Diversity Week.

6.2 Pupil Groupings

The majority of lessons are taught in mixed gender groups; this helps to highlight that Relationships and Sex Education is for both sexes and enables pupils to learn from the perspective of each other. However, it is recognised that it is necessary for some topics to be taught to single gender groups. This will enable some pupils in particular to be more engaged in discussions (DFEE guidance) Because of the sensitive nature of Relationships and Sex Education, a copy of practical teaching strategies is available to staff from the DfEE. These cover establishing ground rules with pupils, using distancing techniques.

6.3 Within Bank View High School, most pupils learn with others their own chronological age but more vulnerable pupils who are in nurture groups also attend these sessions with their peers in most cases. However, where necessary, high quality intervention and additional support in accordance with any statements, individual health care plans or sensory profiles, following these sessions, is available to meet pupils more complex needs, from mentors in the ARC.

7, Topics to be covered

The following topics will be covered in the R.S.E. programme taking account of pupil's developmental stage and in an age appropriate manner. They will be revisited throughout the key stages, according to the Scheme of work, following the spiral curriculum model to ensure a thorough level of knowledge and understanding.

Ground rules for R.S.E

Personal values

Diversity – similarities and differences in sexual orientation /families

Different types of relationships

Features of stable, positive relationships

Sexual activity

Human reproduction

Contraception

Pregnancy

STI's, HIV

High risk behaviour / effects on health and wellbeing of individuals, families and communities

Recognising and reducing harmful effects of risk

Awareness of exploitation; support groups

Choices and consequences on health, mental and emotional wellbeing.

8. Intended outcomes.

The learning outcomes of our programme are that pupils will:

- Develop positive values and 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 consequences of their own 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 make positive relationship choices.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and prospective partners from unintended/unwanted conceptions and sexually transmitted infections including HIV and understand the reasons for having protected sex.
- Avoid being exploited or exploiting others.
- Avoid being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary, treatment.
- Make informed choices from information which is medically and factually correct
- Know how the law applies to sexual relations and consent.
- Know how and where to access help with any relationship or sexual matters.
- Know how to recognise risk and reduce harmful effects in risky situations.

9. Specific Issues

9.1 Confidentiality and Advice

Pupils will be made aware that some information cannot be kept confidential and made to understand that, if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by all staff.

- a) Disclosure or suspicion of possible abuse – the School's Child Protection procedures will be invoked. (See relevant Policy)
- b) 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. Information will be available for pupils to access in the ARC and the PSHEe room.

Information and guidance will always be sought from a health professional. We will always encourage pupils to talk with their parents first.

- Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so. When it is certain that the parents have been informed, the responsibility then lies with the parent(s)
- If pupils refuse to tell their parent(s), the adult should refer them to a health professional.
- The adult should report the incident to the Head teacher, who will consult with health professional about informing the parent(s)

9.2 Personal Disclosures

Bank View High School has a Child Protection Policy procedure for dealing with child sexual abuse based on LEA guidelines and recommendations. This policy is available on request and can be accessed via school website.

9.3 Inclusion and Differentiation.

We will be mindful of pupils unique starting points by providing learning that is respectful of different abilities, levels of maturity and personal circumstances e.g. their own, family members, close friends or community's sexual orientation (confirmed or emerging), gender identity, faith or culture. This will be in accordance with the Bank View High School Equality and Diversity policy.

9.4 Complaints Procedure

Any concerns about Sex and Relationship Education curriculum should be made to PSHEe lead teacher who will liaise with the Head teacher who may report to the Governors via the Liaison Governor.

10. The Role of the Parents

Parents are the key people in teaching their children about relationships, sex and growing up. It is intended that Bank View High School will work in partnership with parents, consulting them regularly on the content of Sex and Relationship Education programmes. In promoting this objective we:

- Inform parents about the school's Sex and Relationship Education policy and practice.
- Answer any questions that parents may have about Sex and Relationship Education of their child.
- Offer discussion groups and resources for parents.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in the school.
- Encourage parents to be involved in reviewing the policy and making adjustments to it as necessary e.g. by attending meetings.

- Inform parents about the best practice known with regard to Relationship and Sex Education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and increasing responsibilities.

10.1 Working with parents and pupil withdrawal procedures

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education provided at school. If a parent wishes for their child to be withdrawn from a Relationships and Sex Education lesson, they should discuss this with the Head Teacher and make it clear which aspects of the programme they do not give consent for their child's participation. The school always complies with the wishes of the parent in this regard. Once a pupil has been withdrawn they cannot participate in Relationship and Sex Education until the request of the withdrawal has been removed. When teaching Relationship and Sex Education, we are aware of the need to be sensitive to those parents whose ethnic background, religious or other beliefs may cause them to hold reservations about such work at school.

10.2 Equal Opportunities

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

11. Outside Agencies

Outside agencies may be used to support and assist the teachers in the development of classroom-based work. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our Relationships and Sex Education programme. Other people that we call on include social workers and youth workers.

On rare occasions outside agencies may be involved in classroom based work as part of the development programme following discussions and negotiation. They will be required to work within the school's moral framework outlined earlier. An agency representative will need to provide relevant safety checks.

12. The Role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our Relationships and Sex Education policy and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head teacher liaises with external agencies regarding the school Relationships and Sex Education programme and ensures that all adults who work with children on these issues are aware of the School Policy and that they work within this framework.

13. Monitoring and Review

Relationships and Sex Education will be monitored and reviewed by the Head teacher, PSHEe Coordinator, RE Coordinator and Science Coordinator. A nominated Governor, will liaise with the school and the Governing body concerning the policy. The full policy will be made available to all parents when their child enters school.

14. Dissemination of the Policy

The policy has been discussed in Governor's, Staff and a Parent's meeting. A copy of the policy will be available in the head teacher's office for inspection.

15. Other Policies

The following policies have an influence on this policy

- PSHE
- Science
- Citizenship
- The Equality Act
- Equality and Diversity
- Keeping Children Safe in Education
- Child Protection
- Behaviour and Discipline/Anti Bullying
- Guidance in Relation to Forced marriage, FGM and Child Exploitation.

16. Reference

Sex and Relationship Education Guidance DfEE (0116/2000)

Date	Revision	By