

CHALLNEY HIGH SCHOOL FOR GIRLS



SEX AND RELATIONSHIPS EDUCATION POLICY

2009

RATIONALE

Sex and relationship education is set within the broader base of health and relationship education, within the framework of **PDC** and is supported by the underlying principles of a curriculum which:-

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, experiences and responsibilities of adult life.
- The **PDC** framework provides for pupils to be taught the importance of marriage, family life and stable relationships.
- Sex education is learning about the human body, relationship, responsibilities, attitudes and values.
- We value the multi-cultural, multi-faith character of the school and this policy aims to respond to the needs of all the communities we serve.
- Human growth and reproduction is also delivered via National Curriculum Science at Key Stages 3 and 4.

AIMS, OBJECTIVES AND LEARNING OUTCOMES.

Aims:-

- To provide a framework which gives each individual pupil the opportunity to develop skills, knowledge and understanding required for personal and social development, including health, relationships, physical, moral and emotional development.
- To provide support for pupils as they learn to deal with the personal, social and moral issues they face as they grow up and enable them to make positive decisions about their lives.
- To set sex and relationship education within the broader base of health, self esteem and responsibility for one's own actions.
- To reflect the wishes of parents and the cultures and faiths of the communities the school serves.
- To ensure that staff are aware of the beliefs of different faiths with regard to sex education.
- To be guided by the principles of Respect, Opportunity and Achievement.

Objectives:-

Pupils to be given the opportunity to:-

- Develop self esteem and respect for oneself and others.
- Develop an awareness of relationships, love and care and the responsibilities of parenthood.
- Develop accurate understanding of health, relationships and sexual issues.
- Develop the ability to make informed and responsible decisions regarding health, relationships and sexual issues.
- Develop an awareness of the responsibility and consequences of one's actions in relation to sexual activity and parenthood.
- Demonstrate an understanding that present behaviour and lifestyles have an effect on health now and in the future.
- Explore and develop feelings, attitudes, values and beliefs about themselves and others.
- Respect feelings, attitudes, values and beliefs about themselves and others.

Learning Outcomes:-

For detailed learning outcomes refer to **P.S.H.E.E** Policy and current schemes of work.

Broad outline of sex and relationship education within PDC.

Key Stage	Year	CONTENT
3	7	Puberty, including menstruation and the understanding of changes taking place. Emotional changes at puberty, including development of self esteem and empathy for others, support and concerns.
	8	Personal safety. Body image
	9	Relationships. contraception and the Law Contraception and STIs
4	10	Personal safety Well woman HIV and Aids
		Family and relationships Marriage breakdown Forced marriages

Human growth and reproduction is also delivered via the National Curriculum – Science at Key Stages 3 & 4.

National Curriculum Science

Key Stage 3

3.3 Organisms, behaviour and health

- a life processes are supported by the organisation of cells into tissues, organs and body systems
- b the human reproductive cycle includes adolescence, fertilisation and foetal development
- c conception, growth, development, behaviour and health can be affected by diet, drugs and disease
- d all living things show variation, can be classified and are interdependent, interacting with each other and their environment
- e behaviour is influenced by internal and external factors and can be investigated and measured.

Key Stage 4

Organisms and health

- a organisms are interdependent and adapted to their environments
- b variation within species can lead to evolutionary changes and similarities and differences between species can be measured and classified
- c the ways in which organisms function are related to the genes in their cells
- d chemical and electrical signals enable body systems to respond to internal and external changes, in order to maintain the body in an optimal state
- e human health is affected by a range of environmental and inherited factors, by the use and misuse of drugs and by medical treatments.

At Key Stage 4 sex and relationships is also taught via Child Development as an examination option.

DELIVERY

Sex and relationship education is delivered through the PSHEE. National Curriculum framework according to the PSHEE. Policy.

In addition to the PSHEE Policy:

- The teaching of sex and relationship education will only be conducted by female staff in a sensitive manner, emphasising the importance of marriage, family life, stable relationships set in the context of differing faiths.
- Form tutors will have the option to withdraw if they feel that they are unable, or it is inappropriate for them to deliver this part of the curriculum, the Head of Year or another form tutor (female) will substitute.
- Staff with specialist knowledge or expertise will be used both as a resource and to deliver sensitive parts of the curriculum.
- Staff will be sensitive and informed about sex and relationships within the beliefs of differing faiths and cultures.

NQTs and staff who lack confidence in delivering any aspect of the curriculum will be offered options to:-

- a) Withdraw
 - b) Team teach with a more experienced member of staff.
 - c) Receive individual INSET / support to raise self confidence and to give a range of teaching styles and strategies.
 - d) Flexibility in teaching part or all of the delivery
 - e) A combination of any or all of the above.
- Pupils who are withdrawn from S.R.E. by their parents will have an alternative programme or do private study.
 - Within lessons a set of “ground rules” will apply:-
 - a) No one (teacher or pupil) will have to answer personal questions.
 - b) No one will be “forced” to take part in discussions.
 - c) Only correct names will be used for body parts or contraceptives.
 - d) The meaning of words will be explained in a sensible, sensitive and factual way.
 - e) Discussion will be depersonalised.
 - f) Questions can be asked via written anonymous means.
 - g) If a member of staff can not answer a specific question it is important to acknowledge this, and research it later.
 - h) The opportunity should be given for individual discussion.
 - i) Inappropriate remarks or questions should be dealt with firmly
 - j) Mutual trust and respect must be maintained between all members of the group, including the teacher.
 - k) If a member of staff is concerned that a pupil is at risk of abuse, or being abused, the child protection procedure will be followed - see “confidentiality” in this policy.

MONITORING AND EVALUATION

Monitoring and evaluation of sex and relationship education is carried out within the monitoring and evaluation of PDC – refer to P.S.H.E.E. Policy.

PUPILS WITH SPECIAL NEEDS

Refer to P.S.H.E.E Policy.

OUTSIDE SPEAKERS

Refer to P.S.H.E.E Policy.

Outside speakers / health educators should be females

STAFF DEVELOPMENT

Refer to P.S.H.E.E Policy.

In addition:-

- Staff will be informed of the views and needs of various religions and cultures with regard to S.R.E.

NQT and staff who lack confidence in delivering any aspect of the curriculum will be offered options to:-

- a) Withdraw
- b) Team teach with a more experienced member of staff.
- c) Receive individual INSET / support to raise self confidence and to give a range of teaching styles and strategies.
- d) Flexibility in teaching part or all of the delivery
- e) A combination of any or all of the above.

PARENTS

- We believe that the prime responsibility for sex and relationship education rests with parents, and is set within the ethos and culture of the family.
- Parents need to understand that the sex and relationship programme will complement and support their role as parents.
- Parents and pupils can be assured through this policy that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education, within the **P.S.H.E.E.** framework.
- Parents may withdraw their daughter(s) from all or part of the sex and relationship programme within **P.S.H.E.E.** The right of withdrawal is published in the school prospectus, which is issued to all prospective parents. Letters will also be sent to parents 3 weeks before the lessons are delivered explaining that sex and relationship education is to be taught and the content of the lessons. The school will make alternative arrangements for all pupils who have been withdrawn by their parents from all or part of sex and relationships education. The **DCSF** standard pack of information for parents who withdraw their daughters from sex and relationship education will be on offer.
- The Governing Body expects the school to take every opportunity to ascertain the wishes of parents with regard to the inclusion of their daughter, or not, in sex and relationships education.
- Parents can not withdraw their daughter(s) from National Curriculum Science. The National Curriculum is compulsory for all pupils.
- The rights of parents will be respected at all times – see “Confidentiality”.

CONFIDENTIALITY

The excellent relationship between staff and pupils mean that it is common for pupils to seek advice from staff (teaching and non-teaching) on a variety of issues. We recognise that teachers are not health professionals and giving individual pupils advice on certain issues, without parental consent or knowledge, would be an inappropriate exercise of professional responsibility. If any member of staff (teaching or non teaching) were to be approached for specific advice concerning any personal or intimate issues the following advice will be followed.:-

- The member of staff would explain, if possible before any disclosure, that s/he would not be able to offer complete confidentiality. Other professionals would only be informed / involved on a “need to know” basis, and the pupil would be informed as to who is to be told and why.
- The pupil will be encouraged to talk to her parents, with school’s support if necessary.
- The pupil would be encouraged to seek help, via her parents, from other professionals.
- The pupil will be assured that their “best interests” will be maintained.

If a member of staff suspects that a pupil is a victim of abuse or receives a disclosure of abuse the Child Protection Policy will be followed. In this case the parents may not be informed before referral.

The designated member of staff is Mrs E. Jennings, in her absence the Headteacher

ASSOCIATED POLICIES

P.S.H.E.E. Policy

Child Protection Policy

Drug Management Policy.

Observation Policy.

APPENDICES

Letters to parents — see main office.