



**The Priory School**

**Educating Students for Success in Life**

<b>Name of policy</b>	<b>Sex &amp; Relationships</b>
<b>Statutory</b>	<b>Yes</b>
<b>Date policy was updated</b>	<b>Autumn 2019</b>
<b>Date of next review</b>	<b>Autumn 2020</b>
<b>Governors committee</b>	<b>Student Wellbeing</b>
<b>Member of staff responsible for the policy</b>	<b>Faye Nearney</b>

Responsibility **Respect** Resilience



## 1. Rationale

- 1.1 This policy is based on research, and is in line with National, and North Hertfordshire Guidelines on Sex and Relationship Education and Health Education. It takes the view that a balanced, and that and informed approach is the most effective.
- 1.2 The school defines Sex and Relationships Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The school defines Health Education as understanding how bodies change, the relationship between good physical and mental health and how to make well informed, positive choices for themselves.
- 1.3 We believe that a Sex and Relationship Education and Health Education programme is an educational entitlement of all students and that by carefully considering our programme and its delivery we can play an important part in each student's development into a healthy and empowered adult. Set in the broader context of P&E, Citizenship and delivered through an off timetable day in Year 9, our sex education reflects whole school aims to provide a caring community in which young people can continue to learn to respect themselves and others and take responsibility for their own actions. We recognise:
- Young people are growing up in a society which presents a confusing and often conflicting range of sexual beliefs and practices. The Priory School aims to work in partnership with parents/carers, outside agencies (e.g. the police and school nurses) and all the students in our care to prepare students for the physical, emotional, moral and spiritual experiences of growing up and for the challenges and responsibilities which maturity brings.
  - Sex Education is about the development of the student's whole self and as such is a very sensitive and complex area of the curriculum. It is therefore appropriate that students, parents/carers, colleagues, Governors and religious representatives are involved in determining its specific content.
  - The school is committed to both the health and safety of all its members and will take action to safeguard both their physical and mental wellbeing.
  - The school recognises the importance of its pastoral role in the welfare of young people, and through a positive school ethos, will seek to persuade students in need of support to come forward and seek assistance.
- 1.4 The school recognises that Sex and Relationships Education forms a part of a broader Health Education which aims to equip young people with the skills needed to grow into mature young people who will be happy, successful and productive members of society. We recognise that:
- Teaching mental health and wellbeing alongside physical health and wellbeing is essential to support young people with the challenges they may face
  - Children are growing up in an increasingly digital world that impacts both the relationships that they are forming and their mental health.

- 1.5 The school believes the prime responsibility for bringing up children rests with parents/carers and that parents/carers are fundamental in helping children cope with the emotional and physical aspects of growing up. It is intended that the teaching we provide is complementary, supportive and builds on this.
- 1.6 Both the SRE and the Health Education programme has been developed to present facts in an objective, balanced and sensitive manner within a framework of values and an awareness of the laws on both sexual behaviour relationships, alcohol, tobacco and other substances, the responsibilities that surround growing up including parenthood and behaviours towards others.

## **2. Aims**

- 2.1 Provide support and guidance to students, parents/carers and colleagues and ensure they are aware of the legal implications of sex and relationship education and health education.
- 2.2 Promote the physical, emotional, moral and spiritual wellbeing of all students.
- 2.3 Facilitate a whole school approach to sex and relationship education and health education.
- 2.4 Provide the necessary opportunities for students to build up on their knowledge, skills and understanding in order to:
- be informed about human physical and emotional development.
  - practise safe and healthy lifestyles both on and offline.
  - make reasoned and informed decisions and to resolve problems.
  - be prepared for adulthood.
  - be effective parents and carers.
  - be able to maintain healthy, balanced relationships.
  - be able to take steps to protect their physical and mental wellbeing.
- 2.5 Widen knowledge and understanding about related health and social issues e.g. HIV and AIDS and pregnancy.
- 2.6 Enable all students to identify sources of appropriate support and know how to access them for both physical and mental health on and offline.
- 2.7 Enable all students to develop the skill and confidence needed to resist negative pressure.
- 2.8 Enable all students to develop skills in communication and assertive behaviour.
- 2.9 Enable students to recognise the importance of both physical and mental and where to access support for both.

### ***We intend to achieve these aims through:***

- 2.9 A co-ordinated and consistent approach to the curriculum.
- 2.10 An appropriate teaching programme which responds to students' needs.
- 2.11 Clearly planned lessons/ off time table days with expected learning outcomes.

- 2.12 Reinforcement of key messages at different ages and stages and in different situations.
- 2.13 Content and teaching approaches, which match the needs and maturities of all our students, including those with SEN, from culturally different backgrounds and who have English as an additional language.
- 2.14 Integration of sex education and health education into the whole curriculum.
- 2.15 Involvement of the whole school community, including colleagues, governors, parents, students and relevant visitors.
- 2.16 Training and support for colleagues in the planning and delivery of sex education as part of morning briefing time
- 2.17 Regular revision of the policy.
- 2.18 Recognising that adults act as role models for children.
- 2.19 The school wellbeing, pastoral and first aid teams support any children who are of a particular concern

### **3. Procedures:**

- 3.1 The delivery of Sex and Relationships Education (SRE) and Health Education (HE) is co-ordinated by the P&E and Citizenship Co-ordinator. The Senior Leadership, Heads of Year and wider pastoral team are involved at some stages. In addition there has been support from the County Advisor, and local schools.
- 3.2 SRE and HE does not feature as an isolated topic within the curriculum, but forms part of a complete programme of guidance and development for students as preparation for life. There are planned Schemes of Work within Science and P&E for SRE and Science, P&E, Computing PE and Food Nutrition for HE, whilst several other subjects touch on sex awareness and health at various stages. (See specific departments for Schemes of Work e.g. Science and P&E). The programme is reviewed annually. Sex and Relationship Education and Health Education forms part of the overall provision for every student and starts in Year 7, progressing through the school in increasing depth and with the introduction of additional topics as appropriate to the students' age and maturity. It is expected that the full programme will be completed at the end of Key Stage 4.
- 3.3 It is intended that the programme matches the age, understanding, and needs of all students, providing sufficient opportunities for them to reflect on their own and other people's thoughts and actions. The programme is designed to provide coherence and progression with several topics being revisited throughout Years 7-11.
- 3.4 Sex and Relationship Education is about physical, emotional, moral and spiritual development. It is about understanding the role of marriage in society today. It is about recognising the importance of the family, stable and loving relationships, respect, love and care. It is about the recognition of cultural and religious differences and how these might cause people to have different attitudes towards sex and relationships. It is about the teaching of sex, sexuality, and sexual health. It is not about the promotion of any one sexual orientation or sexual activity.

- 3.5 Health Education is about physical, spiritual, moral, social and cultural development. It is about understanding how to take care of one's own body and how to make positive, informed decisions for your physical and mental health. It is about how to engage with others in society both on and offline; it is about the nature of families and the role that families play in society.
- 3.5 SRE and HE will contribute to promoting the physical, emotional, moral and spiritual development of students at school and prepare them for the opportunities, responsibilities and experiences of adult life.
- 3.6 Outside speakers and theatre companies may be involved in the delivery of sex education and health education. Great care will be taken when inviting outside agencies into school. Their purpose must be to enhance the overall educational experience and not to sensationalise. Their visit must fit into the stated aims and objectives of school Citizenship and Sex Education and comply with the Visiting Speakers Policy. Visitors will be given a copy of the school policy and clear guidance as to our expectations. Speakers will not be left alone with students and are advised they cannot offer any student confidentiality. The educational value of visits must be evaluated by staff and students.
- 3.7 PSHE and Sex Education has three main elements:
- attitudes and values:
    - learning the importance of values, individual conscience and moral considerations;
    - learning the value of family life and stable and loving relationships for the nurture of children;
    - considering the role of marriage
    - learning the value of respect, love and care;
    - exploring, considering and understanding moral dilemmas;
    - developing critical thinking as part of decision-making.
  - personal and social skills:
    - learning to manage emotions and relationships confidently and sensitively;
    - developing self-respect and empathy for others
    - learning to make choices based on an understanding of difference and with an absence of prejudice;
    - developing an appreciation of the consequences of the choices made, including an awareness of the risks and dangers of irresponsible activities;
    - managing conflict;
    - learning to recognise and avoid exploitation and abuse;
    - developing self-esteem and self confidence in decision making;
    - understanding the role of peer pressure upon young people in influencing decisions they make.
  - knowledge and understanding:
    - learning and understanding physical development at appropriate stages;
    - understanding human sexuality, emotions and relationships, reproduction and sexual health which includes sexually transmitted diseases;
    - learning about contraception and the range of local and national sexual health advice, contraception and support services;
    - learning the reasons for delaying sexual activity and the benefits to be gained from such delay;
    - the avoidance of unplanned pregnancy.

### 3.8 Organisation:

- SRE and HE is co-ordinated by the Citizenship Co-ordinator, in consultation with the Head of Science as well referring to P&E Schemes of Work (Head of P&E and Citizenship are the same person).
- Sex and Relationship Education is primarily taught through Science and Citizenship, with focus on family values, marriage and contraception in Religious Studies.
- Health Education is taught primarily by form tutors but planned by the Citizenship Co-ordinator
- The SRE programme is taught, where possible, by teachers employed as Citizenship teachers, who will receive opportunities for training to ensure they develop the skills, knowledge and confidence to teach the programme effectively.
- A variety of teaching methods will be used, including:
  - individual, paired, group and whole class activities.
  - written work, research, discussion, presentations, role play.
  - audio-visual aids, textbooks, worksheets, visiting speakers and peer support.
  - the school nurse, school counsellor and external agencies e.g. PCSOs.
- On occasions the students or the topic may determine the need for single sex groups.
- Resources will be kept up to date and will be regularly monitored by the Citizenship, Science Co-ordinators for their appropriateness.
- Classes discuss and agree ground rules for lessons in which they will be discussing sensitive issues.

### 3.9 Equality and Diversity:

- All students have a legal entitlement and obligation to receive a sex education programme. The programme should aim to promote an understanding, respect and sensitivity towards other people's beliefs and tradition. The policy takes into account the fact that many religions, for example, have very clear teachings on such matters as pre-marital sex, marriage, divorce, contraception, abortion and homosexuality/bisexual/transgender (HBT). The religious views on these issues will be dealt with in P&E lessons.
- Sex Education provides important opportunities for exploring male/ female roles, sexual harassment and stereotyping. Assertiveness training should form part of the programme.
- Students with special needs are entitled to the same educational opportunities as others. It is essential for these students that all teaching materials and opportunities offer the same access to the knowledge, skills and understanding being taught.
- A balanced understanding of HBT is essential if hostility and prejudice is to be overcome. Research indicates that many HBT have felt unsupported by their schools. It should be addressed with care and sensitivity and with a determination to challenge prejudice. This should be done through the SRE programme but also dealt with in topics exploring diversity, prejudice and discrimination. All departments have a responsibility to ensure that they are promoting positive attitudes to HBT issues.
- The school can offer advice on matters regarding transgender students and within this will recommend external agencies who should be contacted for further support. (See Equality and Diversity policy for further details). There is an internal Transgender Guidance document which parents may access if required.

### 3.10 Confidentiality and Advice:

- While there is no legal duty to pass on information to other agencies, where there is probability that a student is 'at risk of significant harm', there is a statutory duty to pass on such information.
- Considerable care must be exercised in relation to the contraceptive advice given to students under 16. The general rule must be that giving an individual student advice on such matters

without parental knowledge and approval would be an inappropriate exercise of a teacher's professional responsibility. If a teacher is approached by a student for specific advice wherever possible the teacher should encourage the student to seek advice from his/her parents and if appropriate the relevant health service professional. Where the circumstances are such that the teacher believes that the student has embarked upon, or is contemplating a course of conduct which is likely to place him/ herself at risk the teacher has the general responsibility to ensure the student is aware of the implications and urge them to seek advice as outlined above. In such circumstances where child protection is an issue the current designated Child Protection Officers must be informed.

- No teacher can promise confidentiality to a student and this should be made clear to the students from the outset. Students should discuss their concerns with their parents first. Ground rules on this should be made clear in Sex Education lessons.
- Teachers can provide information to all students about types of contraception and where they can be obtained, as part of the National Curriculum.
- Teachers can provide all students with information about where, and from whom they can receive confidential advice and treatment. But they cannot provide that detailed, confidential advice themselves.
- Parents have right to withdraw students from sex education but not relationship education. These students should be provided with information about the lessons being missed and ideas for other sources of support to fulfil the task of educating their child.

#### **4. Monitoring and evaluation**

- 4.1 It is recognised that Sex Education and the related Policy have to be regularly revised in line with new legislation. It is intended that each year a full review and evaluation of the programme will take place. A questionnaire will be given to students to gauge their response to the course and highlight their needs. The Student Voice will be involved in discussions. Every three years parents will be consulted, and the policy revised accordingly.
- 4.2 The full policy and Programmes of Study are available on request to parents, LA and OFSTED through the Headteacher, and Citizenship Co-ordinator.

#### **Parents/ Carers Rights to withdraw students:**

Parents/carers do have the right to withdraw their child from all or part of the Sex and Relationship Education provided in PSHE and alternative educational provisions will be made. Parents do not have the right to withdraw students from the sex education which forms part of the National Curriculum Science nor sex education included within other National Curriculum subjects such as English. Any concerned parent/ carer should write to the P&E/Citizenship Co-ordinator and Headteacher. No reason need be given. Once this request is made it will be complied with until the parent changes it. All relevant colleagues must be informed of this. The student should be accommodated elsewhere within the school and provided with an alternative programme of work. Every effort should be made to protect the student from embarrassment and harassment by other students.

Good practice will ensure that parents/ carers are well informed about the Sex Education programme and thus reduce the likelihood of withdrawal being necessary.

**HIV and AIDs:**

- HIV and AIDs is a compulsory part of the curriculum in secondary schools. Misunderstanding about the virus is still common and students need to know about the risks to their health.
- Information about HIV status is strictly confidential.
- Safe and hygienic first aid procedures should be clearly defined and practised.

**Child Abuse:**

See the separate school policy on child abuse procedures. The child protection team should be informed immediately if there are any concerns about a student.

**Consultation:**

This document has set out the policy, content and general principles by which sex and relationship education is provided by The Priory School. It has stressed the role of parents and the need for sensitivity.

The policy is available to all a parents and the governors will be pleased to receive comments which will be used to inform revision of the policy. Individual concerns should be expressed to the Headteacher, who can provide comprehensive documentation in support of the policy.

A letter will be sent to all new parents informing them of the policy.

Relevant policies

Equality and Diversity	Anti-bullying Policy	SMSC Policy
Behaviour Policy	Curriculum Policy	Visiting Speakers policy
Child protection policy		