

COPLEY HIGH SCHOOL

Policy for Sex and Relationship Education

POLICY FOR SEX AND RELATIONSHIP EDUCATION

In the light of 'Every Child Matters', the DfES 'Healthy Living Blueprint, the Government 'Public Health White Paper' and the National Service Framework, schools need to be aware of how children's services are being developed and integrated with the focus on earlier and targeted prevention within their area. In line with the DfES 5 yr strategy schools will develop their roles to become community, healthy and extended schools and will work closely with the emerging children's services.

- Information about the school and the area
Copley High School is in Stalybridge
- School mission statement
- The SRE Policy was written In May 2003 and reviewed in the autumn term 2006

At Copley High School we value the importance of sex and relationship education to help and support young people through their physical, moral, spiritual, cultural and emotional development. This programme is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationship Education Guidance, Every Child Matters and the National Healthy School Standard Guidance.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

Sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

What is Sex and Relationship Education?

Sex and relationship education is about physical, moral, spiritual, cultural and emotional development. It is about the understanding of the importance of marriage, stable and loving relationships, respect, love and care, for family life. It is also about the teaching of sex, sexuality and sexual health.

Sex and relationship education has three main elements.

- . Attitudes and values:
 - . learning the importance of values and moral considerations
 - . learning the value of family life, marriage and stable relationships
 - . learning the value of love, respect and care.
- . Personal and social skills:
 - . learning to manage emotions and relationships confidently and sensitively
 - . developing empathy and self-respect

- . learning to make choices without prejudice
- . appreciating the consequences of choices made
- . managing conflict
- . recognising and avoiding exploitation and abuse
- . Knowledge and understanding:
 - . learning about and understanding physical development
 - . understanding human sexuality, reproduction, sexual health, emotions and relationships.

The Philosophy of the School

It is the philosophy of Copley High School that all children experience a planned programme of sex and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The Sex and relationships Education programme will reflect the school ethos.

The policy links with government strategies e.g.

National Healthy School Standard Level 3 criteria include:

- The school has a policy owned and implemented by the whole school, including parents/carers.
- The School has a planned SRE programme involving the development of skills in all Key Stages, which identifies learning outcomes appropriate to pupils' age, ability and level of maturity and which is based on pupils' needs assessment.

10 year National Teenage Pregnancy Strategy, main aims are to:

- reduce the rate of teenage conceptions with the specific aim of halving the rate of conceptions among under 18's, and to set a firmly established downward trend in the rate of conceptions among under 16's, by 2010.
- Increase the participation of teenage parents in education, training and employment to 60% by 2010, to reduce their list of long-term social exclusion.

Aims and Objectives of the Policy

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

This policy supports the following School Policies.

School Discipline

Healthy Schools

Personal, Social and Health Education and Citizenship

Child Protection

Areas of Responsibility

Governors

- To ensure the legal framework is followed.
- To consult with parents on the determination of the school's sex and relationship education policy.
- To implement the sex and relationship education policy through the Head Teacher.
- To implement the 'bi-annual' reviews.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.
- To include a summary of the content and organisation of sex education in the School Prospectus.

Head Teacher

- To implement the Sex and Relationship Education Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents / carers.
- To ensure the policy is reviewed bi-annually.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.
- To ensure continuing professional development for staff.
- To ensure that all staff are aware of confidentiality issues and procedures.

Head of 'Life Studies'

- To prepare long- and short-term plans to include Sex and Relationship Education in the PSHE Curriculum ('Life Studies' lessons).
- To ensure the correct resources are available.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.
- To ensure absent pupils have access to information, especially surrounding puberty.

School Nurse/Health Service Specialists

- To give support throughout the school, when appropriate.
- To take separate lessons for Years 7-11

The Special Needs Co-ordinator

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at Copley High School
- To take advice from all appropriate sources and, where necessary, adapt the policy to meet each individual child's needs.

Policy, Formation and Consultation Process

The policy has been written following the DfES guidelines *Sex and Relationship Education Guidance*

A group of Governors from Copley High School agreed a draft policy in consultation with teachers. The draft policy was presented to the teachers for their views. The parents or guardians were consulted. during a CHSA meeting questionnaire and given the opportunity to ask questions of the teachers, Pupils were consulted through the Year and School Councils and Health Action Team, and through questionnaires during PSHE lessons and during a pilot scheme by the Tameside Strategy group . The full Governing Body finally agreed the policy

Equal Opportunities

In support of the Equal Opportunities Policy, all Copley High School pupils, regardless of

age, ability, gender race or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty.

Organisation of School Sex and Relationship Education

Who Will Teach It?

Science teachers will teach Sex and Relationship Education as part of the statutory Science Curriculum. Life Studies teachers will teach SRE as part of the spiral PSHE curriculum.

Methodology and Approach

There will be a whole-school approach – throughout *Years 7 – 11*. Progression and continuity are built into the programme. The subject will be taught in discrete lessons of Life Studies (one hour a week for KS3 and KS4, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity, including issues around unwanted pregnancy and sexually transmitted infections.

Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

The following ground rules have been established.

Teachers should not enter into discussions about personal issues and lifestyles.

No one (child or adult) has to answer a personal question.

Nobody is forced to take part in discussion.

In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.

Meanings of words are explained in a sensible and factual way.

Copley High School Sex and Relationship Education Programme

Sex and relationship education is delivered within the Science Curriculum and the four broad themes within PSHE.

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Embracing a healthier, safer lifestyle.
4. Developing good relationships and respecting differences between people.

Sex and relationship education should prepare young people for an adult life in which they can:

- ◆ Develop positive values and a 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 reasons for having protected sex;
- ◆ Understand the consequences of their 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 judge what kind of relationships they want;
- ◆ Communicate effectively;
- ◆ Have sufficient information and skills to protect themselves and, where they have

one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;

- ◆ Avoid being exploited or exploiting others;
- ◆ Avoid being pressured into unwanted or unprotected sex;
- ◆ Access confidential sexual health advice, support and if necessary treatment;
and
- ◆ Know how the law applies to sexual relationships.

Within the Science Curriculum, the children should know:

Key Stage 3

- ◆ That fertilisation in humans is the fusion of a male and female cell.
- ◆ About the physical and emotional changes that take place during adolescence.
- ◆ About the human reproductive system, including the menstrual cycle and fertilisation.
- ◆ How the foetus develops in the uterus.
- ◆ How the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4

- ◆ The way in which hormonal control occurs, including the effects of sex hormones.
- ◆ Some medical uses of hormones including the control and promotion of fertility.
- ◆ The defence mechanisms of the body.
- ◆ How sex is determined in humans.

*Parents should be aware that children cannot be withdrawn from these Science lessons.

Specific Classroom Arrangements

When planning lessons, teachers should consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm.

Girls *may* be taught separately about breast cancer, boys about testicular cancer and changes including wet dreams to avoid possible embarrassment. Girls and boys are taught about issues, such as sexual stereotyping and menstruation together, thus treating the issues as part of the broad sex education programme and in particular avoiding boys' misconceptions and speculation. It is important to teach about sexually transmitted infections and contraception and consider whether these issues need to be taught in mixed sessions, remembering that boys needs must be met as well as girls. At Copley we often have single sex groups within a whole class lesson - this arrangement provides very useful feedback.

Curriculum Entitlement

Sex and relationship education will be taught at Copley High School within Life Studies and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons, except when a Health Professional is invited to address the children. Children with Special Educational Needs relating to sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis.

Procedures for Reviewing the Effectiveness of the Programme

The Life Studies curriculum is reviewed annually through monitoring and evaluation. Staff and Governors review the Sex and Relationship Education Policy bi-annually. Parents and pupils are invited to comment at each review.

Assessment, Recording and Reporting

Life Studies SOW includes termly assessments on Citizenship and PSHE topics.

Topics are evaluated with pupils and amendments made to the SOW
Pupil Councils also consider relevant topics for inclusion in LS SOW
Pupils receive effort grades and reports on PSHE and Citizenship in Years 7-11

Monitoring and Evaluation

Pupil evaluation of lessons will be used to inform future planning.
Lessons will be monitored by the Head of Life Studies

Specific Issues:

Child Sex Abuse Procedure

The Child Protection Procedures as laid down by the Tameside LEA are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted within the school for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality should not prevent action being taken if the child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedures. A copy of this is available in school for parents.
The child / young person will be offered appropriate and sensitive support.

Vulnerable Young People

Mainstream schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. The SEN Department liaises with the Life Studies to support vulnerable pupils.

Child Withdrawal Procedure

It is not always possible to separate all the sex education lessons. There will be, sometimes, specific lessons at which Health Professionals are sometimes invited to address the pupils in the presence of the class teacher.

In the event of a child being withdrawn from a lesson, that child is provided with appropriate, challenging work until the sex education lesson is over.

Complaints Procedure

If a parent or guardian has any cause for concern about the Sex Education Policy, they should approach the Head Teacher and staff. If the concern cannot be resolved, the Governors can be contacted.

Procedures for the Involvement of Health Professionals and Visitors

Visiting Health Professionals are involved in the implementation of the Sex Education Policy only after consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout.

Working with Parents

Copley High School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The policy is available in school for all parents to inspect and details of the policy are published in the School Prospectus, (and on the school website) so that parents of potential pupils are fully aware of Copley High School's position in this matter. The policy is presented bi-annually to new parents, again with the involvement of local Health Care Professionals when necessary.

Dissemination of the policy

Every parent or guardian can request a copy of the policy. A copy of the policy is sent to those parents and guardians who request one. A copy can be obtained from the Head Teacher or on the school website.

The policy is presented to all staff and a copy made available to them in a read only document on their computers

Training

- The school is committed to training any staff teaching SRE
- Extended Schools Coordinator and Advisory teachers may provide Parenting Classes which aim to help train parents to talk to their children about Sex and Relationships

Further Information

Useful Documents and Resources

DfEE DfES/DH	Sex and Relationship Education Guidance (Circular 0116/2000) National Healthy School Standard Guidance 1999 National Healthy School Standard – Getting Started – A Guide for Schools
QCA	The National Curriculum Handbook 2000 for Primary Teachers in England Secondary Teachers

Useful Websites *(examples)*

www.childline.co.uk

www.clued-up.org.uk

www.crush-onu.co.uk

www.wiredforhealth.co.uk

www.ruthinking.co.uk

www.fpa.org.uk

www.brook.org.uk

www.bbc.co.uk

www.teachernet.gov.uk/pshe

www.teenagepregnancyunit.gov.uk

www.nw-teenagepregnancy.info

Websites for parents *(examples)*

www.parentlineplus.org.uk

www.parentalk.co.uk

www.e-parents.org

www.ncb.org.uk