



PATCHAM  
HIGH SCHOOL

One Team, One Dream

**Sex and Relationships Education Policy**

# PATCHAM HIGH SCHOOL

## SEX AND RELATIONSHIPS EDUCATION

**Status:** Statutory

### **Purpose**

At Patcham High School, Relationships and sex education (RSE) is underpinned by the ethos and values of our school and is part of the entitlement for all students. It supports and promotes our students' spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.

*Definition:* Relationships and sex education (RSE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Relationships and sex education should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support sexual self and mutual acceptance and respect.

*Scope:* We aim to develop in our students an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well being, relationships and healthy lives. The sex and relationship education curriculum is concerned with:

- the discussion of attitudes and values
- the development of a range of personal and social skills
- the provision of factual information and developing an understanding of this

*Delivery:* RSE is delivered mainly through the school's Personal, Social and Health Education and Citizenship Framework (Life Skills) but is also part of other curriculum areas such as Science.

*Parental involvement:* This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching about relationships and sex reflects their expectations and complements teaching at home. Parents will be informed about the SRE curriculum each year so that they can decide whether or not to withdraw their child. This is done via the website.

### **Relationship to other policies**

This policy links with other school policies such as the anti-bullying, equal opportunities, child protection, and health and safety policy.

### **Roles and responsibilities of headteacher, other staff, governors**

The **governing body** will ensure that:

- appropriate relationships and sex education is provided within the curriculum

- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage.
- the policy is kept up to date, and made available to parents
- sufficient resources are made available for implementation

The **headteacher** will ensure that:

- the governing body is consulted about the nature and organisation of relationships and sex education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- pupils are protected from inappropriate teaching materials
- any pupil disclosures are dealt with confidentially, sensitively and follow due Child Protection procedures
- a scheme of work is agreed and implemented
- Parents are informed about the programme for sex education each term.
- Ensuring all staff involved have had appropriate training

The **Life Skills Coordinator** is responsible for

- Overall planning, implementation and review of the programme
- Advising and supporting the teams of teachers who deliver the programme
- Providing appropriate resources
- Ensuring all staff involved have had appropriate training

**Staff** who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the headteacher to any materials which they consider to be inappropriate
- Inform the school's Child Protection officer **immediately** should students make any disclosures to them which may put the student at risk

- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

### **Arrangements for monitoring and evaluation**

Governors will receive an annual report on the implementation of the programme. This will include:

- an evaluation of the programme's impact in terms of students' knowledge, skills and attitudes, derived from lesson observation, parent and student feedback and other sources
- number of staff involved and the training they have undergone
- records of parents and student complaints, and numbers of students withdrawn from lessons.
- 

**Date of last review: June 2015**

# APPENDIX A

## Details of Procedures and Implementation

### 1. Objectives

The objectives for relationships and sex education should match the age and maturity of the students involved. For KS3 and KS4 our learning outcomes include:

#### *Attitudes and values:*

- to learn the value of respect, love and care
- to learn to value and respect oneself and others
- to develop an understanding and valuing of diversity regarding for example; religion, family life, culture, gender identity and sexual orientation
- to develop positive values and a moral framework that will guide decisions, judgements and behaviour
- to promote a positive attitude to healthy lifestyles and keeping oneself safe
- to be aware of and comfortable with one's sexuality

#### *Personal and social skills:*

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school, family and health professionals
- to develop critical thinking, decision-making, negotiation and assertiveness skills
- to develop an understanding of difference and an absence of prejudice
- to develop an appreciation of the consequences of choices made
- to develop the ability to understand the impact of external factors, such as the media, Internet, peer groups and to remain an independent decision-maker
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to behave responsibly within sexual and personal relationships
- to learn how to recognise and avoid exploitation and abuse of self and others

#### *Knowledge and understanding:*

- to learn about and understand the biological facts related to human growth such as puberty, reproduction, conception, pregnancy and birth
- to understand human sexuality, reproduction, genetics, sexual health, emotions and relationships
- to understand how the law applies to sexual relationships including the issue of consent and sexual assault
- to learn about contraception, condoms, emergency contraception and abortion
- to learn about the routes of transmission, symptoms and treatment for sexually transmitted infections and HIV/AIDS
- to be aware of the reasons for and benefits of abstaining from or delaying sexual activity

- to learn about the responsibilities of parenthood
- to understand the possible impact of risk-taking behaviour such as drinking or drug taking on sexual health
- to learn about school-based, local and national sources of confidential information, advice and treatment
- In line with recent non statutory guidance (Sex and relationships Education for the 21<sup>st</sup> century, 2014) we include age appropriate content on child sexual exploitation, sexting, pornography and LGBT education.

## **2. The relationships and sex education curriculum**

RSE is firmly rooted in our school's Personal, Social Health and Economic Education (PSHEE) and Citizenship curriculum framework (**Appendix B**) and is delivered through four interrelated strands:

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

Curriculum planning for RSE is part of the whole school planning process for PSHE and Citizenship and is informed by the National Curriculum Science Orders.

Personal Social Health Economic well-being Education (PSHEE) and Citizenship are taught through the Department of Life Skills. It is currently delivered in three different ways:

1. *Time-tabled lessons.* All year groups receive timetabled Life Skills lessons within the curriculum
2. *PSHEE and Citizenship topics* are also included in assemblies and some tutor time sessions.

Appropriate arrangements are made for students who are withdrawn from SRE. For example, they are able to participate in a lesson in another class.

The Life Skills days are coordinated by heads of year, senior leaders and heads of departments. The topics/ themes for the day are agreed and in preparation meetings individual lesson are planned by the Life Skills team.

## **3. Co-ordination**

RSE is co-ordinated by the Life Skills Co-ordinator who is responsible for:

- the overall planning, implementation and review of the programme
- Monitoring the planning and delivery of content
- Providing appropriate resources,
- Offering guidance and support in the delivery and assessment of RSE
- Keeping up to date with materials and official guidelines
- Organising information and training for staff.

#### **4. Delivering the sex and relationship education curriculum.**

##### ***a) Teaching and learning methodology***

Teachers and staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable student participation and involvement in their learning and develop students' confidence in talking, listening and thinking about sex and relationships.

These techniques, include:

- Establishing ground rules with students - as in all aspects of PSHE a set of ground rules helps create a safe environment.
- In Life Skills lessons a class contract or charter is created at the start of the academic year.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from students.
- Encouraging reflection.

##### ***b) Recording and Assessment***

All students in Key Stage 3 will be assessed in PSHE. These pieces will be completed during Life Skills lessons. Clear success criteria will be provided and feedback given. The aim is for students to produce 4-6 pieces of good quality evidence (written or oral) that will be levelled as in other subjects

A variety of assessment tools are to be used including self and peer assessment. Formative and summative assessment will be used as vehicles for learning. Students may produce work as presentations, debates, or self evaluations as well as written pieces. These are to be completed as individuals and in group work. The success criteria are to be shared with all students prior to completion of assessed pieces.

The monitoring of this will be the responsibility of the Life Skills department and parents/carers will receive a report on their child's progress. Progress is recorded through electronic mark books and students regularly receive feedback on their work.

At Key Stage 4 students follow a Citizenship and PSHE curriculum and are assessed using criteria and grade descriptors from the exam board and the Key Stage 4 PSHE HW framework. The students will be aware of their target grade and work towards this in Life Skills as in other subjects and aim to develop and improve as the key stage progresses.

##### ***c) Resources***

All resources are selected to ensure that they are consistent with the schools ethos and values and support the RSE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy.

#### *d) External Education*

Some students may receive sex and relationships education whilst at college and be taught by non-Patcham High School staff whilst educated off-site. The delivery will follow the Core Programme.

### **5. Differentiation and Entitlement for All**

At Patcham High School, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equal Opportunities and Race Equality Policies. We will make sure that our RSE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children, in the planning and delivery of our programme.

#### *a) Special Educational Needs and learning difficulties*

Our students have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all students are properly included in RSE. We will, for example use differentiated materials.

We will also endeavour to assess all students' learning style (visual, auditory or kinaesthetic) and aim to provide resources to suit the needs of the class. Resources could include music, photos and attitude lines for example.

Some students with SEN may be more vulnerable to abuse and exploitation than their peers, and others maybe confused about what is acceptable public behaviour. These students in particular will be supported in developing skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of students with SEN or learning difficulties. Teachers will focus on activities that increase a student's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques will be used to do this.

#### *b) Mixed and single gender groups*

Generally SRE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender.

Boys in the past may have felt left out of RSE if it had a narrow reproductive focus. The objectives of our RSE programme should encourage them to be included, able to participate and begin to explore issues around male identity.

#### *c) Religion and Ethnicity*

In our school, we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. In line with our Race Equality Policy, we will explore assumptions about different cultural beliefs and

values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that students and adults in our school may hold very different religious and cultural beliefs about RSE. We will encourage consultation and discussion with students, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

## **6. Training and Development Needs**

We will provide appropriate training for all staff whenever necessary and at least every 3 years. This training should provide the opportunities for staff to clarify their own attitudes and assumptions about SRE, discuss appropriate teaching and learning methods for the delivery of SRE and to update their knowledge and understanding of key issues.

## **7. Visitors**

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme.

Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision. Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide. Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management. When visitors are used to support the delivery of RSE the planning tools from *Effective use of visitors contributing to the PSHE and citizenship curriculum; Good practice guidelines for schools and visitors* will be used.

Visitors delivering RSE in a classroom setting need to follow the guidelines on confidentiality (as set out below) and work within the school's value framework and RSE programme. Where appropriate, students will be given the opportunity to ask questions and seek information confidentially.

## **8. Specific Issues (see Departmental Guidelines on Specific Issues: abortion, contraception, family life, HIV/AIDS and sexual health, sexuality, and consensual sex.)**

We recognise that some aspects of RSE for teachers, students, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community. However personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the Life Skills Co-ordinator, the senior management team, outside agencies and the school nurse.

Students may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, students will be offered reassurance and will have misinformation corrected.

### **9. Confidentiality and Child Protection (see also Safeguarding Policy)**

Patcham High School is committed to acting in the best interest of all the individuals within the school community. Relationships and sex education (RSE) will take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons. As part of discussions about confidentiality, all students will be informed of the limits of teacher confidentiality. Students and staff are discouraged from making personal disclosures during Life Skills and RSE lessons. As an integral part of Life Skills /RSE, students will be made aware of confidential sources of information and support. These confidential sources of help could include helplines such as Childline, the school nurse, the school counsellor, a local young person's advice centre or local sexual health service. In this way students will be informed and skilled enough to access support services, including sexual health advice and treatment if they require it.

As part of RSE at Patcham High School students will be encouraged to talk to a trusted adult, possibly a parent or carer, if they are having sex or contemplating doing so. Students will also be reminded that the age of consent for heterosexuals and same sex relationships is 16.

The DfE RSE Guidance states that schools ought to also ensure that the young person 'has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services'.

There may be cases where a member of staff learns that an under 16 year old is having or contemplating having sex. In this instance the student should be referred to a Child Protection Designated Officer or any member of the Safeguarding team, who will investigate the matter and take appropriate steps in accordance to national guidance.

A decision to follow child protection procedures will be made depending on the age or maturity of the student, if it is not clear whether the young person consented to any sexual activity or if there is a large age gap between the young person and their partner.

If it is decided that the under-age sexual activity is not a child protection issue then the best interests of the young person will be carefully considered. Attempts should be made to persuade the young person to talk to their parents, carer or older family member and

they will be supported in doing so. However, there may be cases when it is in the best interests of the young person not to inform the parents.

Referrals will also be made to the school nurse. The school nurse code of conduct will then be invoked. Health professionals, such as school nurses are bound by their professional codes of conduct in a one-to-one situation with individual students.

Teachers and support staff are aware that teaching sex and relationship education can lead to student disclosures of abuse. All staff and visitors involved in the delivery of RSE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff will reassure students that, if confidentiality has to be broken, they will be informed first and supported.

Personal information about a student is only shared on a need to know basis and in the best interests of the child. All school staff will respect information given to them in confidence. Information about a student or member of staff such as a pregnancy or their HIV status will not become a matter for general discussion among staff.

### **9. Liaison with Parents and Carers**

Patcham High school would like to share responsibility with parents and carers in the delivery of sex and relationship education. We are confident that good communication and sharing our philosophy, aims and purpose of RSE will enable parents/carers to support our RSE programme.

We will use the school website to inform parents and carers of the content of the RSE programme, their right to withdraw. Parents and carers have also been consulted on the content of programme and relevant issues.

Parents and carers have the right to withdraw their children from all or part of the relationships and sex education provided at school except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the PSHE co-ordinator. The issue of withdrawal will be handled, as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

### **10. Health and Safety**

Please refer to our health and safety policy. It is important to remember that there are HIV infected and affected children and young people attending schools in Brighton and Hove and we need to recognise that there is no legal obligation for this school to be told of the HIV status of any of our students, staff or parents. Consequently, we need to have good health and safety procedures securely in place.

### **11. Policy development process, monitoring and evaluation**

This policy was originally drawn-up in November 2007 and has been reviewed every two years thereafter. It followed a consultation process with the Healthy Schools' Task Group, staff, governors, students and parents of the school. These groups were involved at different stages and in different ways in this policy development.

The review and monitoring of this policy will be the responsibility of the Life Skills Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with all teachers involved.
- Consultation with students through focus groups, unit questionnaires and the school council
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our students and delivering an effective programme.
- Release time for the Co-ordinator to enable him / her to carry out the above.

Results will be included in the annual report to the Governors

## **12. Sexual health guidance and services for students outside of the sex and relationship curriculum**

As an integral part of PSHE and RSE taught in Life Skills lessons, students will be made aware of confidential sources of information. These confidential sources of help could include help-lines, websites, or a local young person's advice centre or local sexual health service. In this way students will be empowered to access support services, including sexual health advice and treatment if they require it. Many of these support services are also listed in the students' planners / journals. This school recognises the challenges of growing up and making positive and healthy decisions about relationships and so wants to provide as much support as possible to all students; whatever their sexual orientation. There is a variety of support available to students during the school day. Research shows that this type of provision does not encourage sexual activity and when engaging with students, adults will remind them that 16 is the legal age of consent for all and encourage students to think carefully about when they might want to engage in sexual activity. Its aim is to meet the needs of Patcham High School students and the community providing a local service in the north-central area of the city.

### **School nurse**

The school nurse supports the delivery of some sex and relationship education lessons and provides a weekly lunchtime drop-in for any student who wishes to discuss a health-related matter and small group work. The school nurse works under a professional code of conduct and, with the student's permission, will share information with parents / carers or the school in the best interests of the child. The school nurse will also work intensively with targeted students who are identified as being at risk of teenage pregnancy. The school nurse will support students in a variety of settings, but will not take them off the school site during the school day, without parental permission. Parents receive a letter in

the enrolment pack informing them that their child may be seen by the school nurse and to notify the school if they do not wish their child to be seen. However, students can visit the school nurse for health related matters.

### **Small Group Work**

Some year 10 students will be invited to join a boys or girls small group delivered by the Youth Service. This small group work enriches the sex and relationship education curriculum for students who have missed lessons due to poor attendance or who need to revisit key areas of understanding. The focus is on building self-esteem, developing knowledge, assertiveness skills and exploring readiness for sex. Students often visit a sexual health clinic as part of this small group work. Parents and carers will be asked to give permission for their son or daughter to participate in these groups. Students will be encouraged not to disclose personal information during the group and the group work will be covered by this policy and the Child protection / Safeguarding Policy.

### **School Counsellor**

Students can refer themselves to the school counsellor to discuss and explore any issue. The counsellor works under their policy and will only disclose information in certain circumstances - details the Safeguarding Policy and Child Protection Policy.

### **Youth Centre Health drop-in GOSH – Guidance On Sexual Health**

The youth centre is open at lunchtime on Wednesdays for students in Year 9 and above to access information, advice and guidance on a range of health related matters; including sexual health. The drop-in will be staffed by the Youth Service and the School Nurse who work under Child Protection / Safeguarding policy. The drop-in will also provide pregnancy testing, chlamydia testing and condoms as part of the city-wide C-Card Scheme. The Fraser Guidelines will be used to ensure that students have been encouraged to talk with their parents and carers, they understand advice given and that any sexual activity they engage in is consensual and not a child protection issue. The drop-in will support the development of negotiation skills and exploring readiness for sex.