



PATCHAM  
HIGH SCHOOL  
One Team, One Dream

## **Relationships and Sex Education Policy**

**Date of last review: September 2022**

## **RELATIONSHIPS AND SEX EDUCATION**

<b>Section</b>	<b>Content</b>	<b>Page</b>
1	Introduction	3
1.1	Relationship to other policies	3
2	PSHE Curriculum Purpose	4
2.1	Definition	4
2.2	Scope	4
2.3	Delivery	5
2.4	Parental Involvement	5
3	Roles and Responsibilities	5
3.1	Governors	5
3.2	Headteacher	5
3.3	Life Skills Coordinator	6
3.4	Teaching staff	6
3.5	Arrangements for monitoring and evaluation	6
4	Details of procedures and implementation	7
4.1	Objectives	7
4.2	The relationships and sex education curriculum	8
4.3	Co-ordination	9
4.4	Delivering the relationship and sex education curriculum.	10
4.5	Differentiation and Entitlement for All	11
4.6	Training and Development Needs	12
4.7	Visitors	12
4.8	Specific Issues	12
4.9	Confidentiality and child protection	13
4.10	Liaison with parents and carers	13
4.11	Health and safety	14
5	Sexual health guidance and services for students outside of the relationship and sex education curriculum	16
5.1	School Nurse	16
5.2	Small group work	16
5.3	School counsellor	16
5.4	Health drop-in GOSH – Guidance On Sexual Health	16
5.5	Cross-curricular learning	16
6	Policy development process, monitoring and evaluation	17

## **1. Introduction**

**Status:** Statutory

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why Relationships and Health Education has been made compulsory in all primary schools in England and Relationships, Sex and Health Education compulsory in all secondary schools. In our school this part of the curriculum will be delivered through Life Skills (our school name for PSHEE and Citizenship).

This policy covers our school's approach to the personal, social, health and economic (PSHE) education curriculum. This policy also applies to PSHE education delivered to pupils / students who are on school roll, but are educated off-site for part of their education.

This policy references aspects of support provided in school and outside of school for pupils / students who need additional support related to some aspects of their wellbeing.

### **1.1 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.

## 2. PSHE Curriculum 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.

**2.1 Definitions:** 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. RSE 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. The aim of relationships and sex education is to give young people the information and skills they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships. We will address aspects of relationships and sex education in an integrated way but have included the following definitions to help parents/ carers understand the curriculum content.

At Patcham High School we define the aspects of RSE as follows:

**Physical Health and Wellbeing Education** - The aim of teaching about physical health and mental wellbeing is to provide pupils / students the information and skills they need to make good decisions about their own health and wellbeing. It enables them to recognise when they or others need help and how to access support from appropriate resources. We are clear in delivering this aspect of the curriculum that mental wellbeing is a normal part of daily life, in the same way as physical health. This part of the PSHE education curriculum is statutory.

**Relationships Education** - Curriculum content which promotes respect, love, enjoyment and consent in relationships. This part of the PSHE education curriculum is statutory.

**Sex Education** - Curriculum content which specifically refers to the physical aspect of sex. It refers to lessons covering sexual health, contraception and sexually transmitted infections (STIs). Parents and carers have the right to withdraw from the sex education parts of statutory relationships and sex education in PSHE lessons but not in Science.

**2.2 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 wellbeing, 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

**2.3 Delivery:** RSE is delivered mainly through the school's PSHE and Citizenship Framework through Life Skills lessons but is also part of other curriculum areas such as Science.

**2.4 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 are informed about the RSE curriculum so that they can decide whether or not to withdraw their child. Prior to RSE becoming statutory, parents were invited to participate in a parental consultation through the website and advertisements on parents' evenings. As a result of this consultation parents told us they expected RSE to be delivered through Life Skills lessons, would ask the Head of Life Skills any questions they have about the curriculum, would look to the website for information about the curriculum and would like information to be communicated to them through the website and email. The Head of Life Skills will ensure the website is up-to-date with curriculum maps and learning opportunities but if there are sensitive issues to be addressed in specific lessons, parents will also be made aware via a letter or email.

### **3. Roles and responsibilities of Headteacher, other staff, governors**

**3.1 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

**3.2 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

### **3.3 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

### **3.4 Staff** who teach relationships and sex 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 topics or issues which they consider to be sensitive or controversial.
- 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.

### **3.5 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.

## 4. Details of Procedures and Implementation

### 4.1 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 respecting oneself and others
- to develop an understanding and valuing of diversity regarding for example; religion, family life (marriage/ parenting), 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
- to learn and understand the links between personal health and wellbeing with relationships with others (mental wellbeing, internet safety and harm, physical health and fitness, drugs, alcohol and tobacco)

#### *Knowledge and understanding:*

- to learn about and understand the biological facts related to human growth such as

- puberty, menstruation, 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, sexual assault and use of the internet
- 
- 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 statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2018) we include age appropriate content on female genital mutilation, child sexual exploitation, sexting, pornography, abortion and LGBT education.

#### **4.2 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 A**) and aims to meet the statutory learning opportunities (**Appendix B-G**) is delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of students' abilities (understanding positive and healthy behaviours towards themselves and others, in person and online).
2. Preparing to play an active role as citizens (understanding the rights and responsibilities of citizens by learning about the law surrounding relationships and sex).
3. Developing a healthy safer lifestyle (understanding where to seek support and guidance for practicing safe sex and maintaining good sexual health).
4. Developing good relationships and respecting the differences between people (understanding the different forms of relationships and the role of consent within these).

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 RSE. For example, they are able to participate in a lesson in another class.

Up-to-date Life Skills curriculum maps for all year groups are available on the school website.

A student consultation was conducted with some year 10 and 11 students in the Spring of 2020. The results showed the following:

- Pupils feel the most important topics to cover in PSHEE are Mental Health and Wellbeing, Money and Finance, and Sexual Health.
- Pupils agree or strongly agree that Life Skills lessons help support their future wellbeing, extend their personal and social skills, understand the risks associated with the topics covered and know how to manage these, the resources and language used in lessons are engaging and extend learning.
- Pupils feel the lessons meet everyone's needs (heterosexual, LGBT+, boys/girls, different cultural backgrounds) extremely well or somewhat well.
- Pupils feel somewhat or extremely safe and comfortable to discuss the sensitive issues raised in lessons.
- Pupils feel extremely or somewhat equipped to support a friend with a problem with relationships, alcohol, drugs, mental health and where to go for advice.
- Pupils can remember key safety messages from previous years including forms of emergency contraception, local support services, signs of STIs and how to use a condom safely.

### **4.3 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.

#### **4.4 Delivering the relationship and sex 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.

The Life Skills coordinator is responsible for ensuring the DfE's Statutory Guidance for RSE is met as a minimum requirement for the entitlement of our pupils. Evidence of this will be found in the curriculum maps which are kept up-to-date on the school website,

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

All students 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 similar to that which is outlined for KS3. 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 relationships and sex education whilst at college and be taught by non-Patcham High School staff whilst educated off-site. The delivery will follow the Core Programme.

### **4.5 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. Working closely with the Safeguarding team helps Life Skills teachers to identify and support these pupils.

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 RSE 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 RSE outside National Curriculum Science.

#### ***d) LGBTU***

All RSE teaching and learning will be inclusive of the LGBTU community. This will include; learning about homosexual sex, marriage and long-term relationships, contraceptive options, support groups and equality.

### **4.6 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 RSE, discuss appropriate teaching and learning methods for the delivery of RSE and to update their knowledge and understanding of key issues.

#### **4.7 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. Parents will be contacted when such visitors are coming in to school.

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.

#### **4.8 Specific Issues (see Departmental Guidelines on Specific Issues: abortion, contraception, Female Genital Mutilation, Child Sexual Exploitation, marriage and long-term relationships, 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.

#### **4.9 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 Relationship and Sex 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.

#### **4.10 Liaison with Parents and Carers**

Patcham High school would like to share responsibility with parents and carers in the delivery Relationship and Sex 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 excuse (previously known as 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. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. 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.

#### **4.11 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.

### **5. Sexual health guidance and services for students outside of the**

### **relationship and sex education 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.

#### **5.1 School nurse**

The school nurse supports the delivery of some RSE 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.

#### **5.2 Small Group Work**

Some Key Stage 4 students may be invited to join a boys or girls small group delivered by a local youth service in relation to RSE. This small group work enriches the RSE 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.



### **5.3 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.

### **5.4 Health drop-in GOSH – Guidance On Sexual Health**

GOSH is available on school site during 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.

### **5.5 Cross-Curricular Learning**

Pupil learning about health and wellbeing in relation to themselves and others is also addressed in other subjects across the school. These are found commonly in, but are not limited to, Science, Physical Education, Computing and tutor time.

## **6. 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