



# Evesham High School

SPECIALIST SPORTS COLLEGE

ADVANCING LEARNING

Four Pools Road, Evesham, Worcestershire, WR11 1DQ. Telephone 01386 442060

## SCHOOL SEX AND RELATIONSHIP EDUCATION POLICY

**Member of staff responsible:- Mrs Gill Brookes – Assistant Headteacher – Pastoral  
Mr Jerry Solven - (PSE Co-ordinator)**

**Policy Reviewed: Jan 2008  
Next Review: July 2009**

### 1. DESCRIPTION OF SCHOOL

Evesham High School is a fully comprehensive maintained co-educational county school for pupil's aged 13 - 18. Pupils come from the town of Evesham and the established rural villages around it. There is a social, ethnic and religious mix in our intake of which a small percentage receives free school meals.

### 2. POLICY FORMATION, CONSULTATION AND DISSEMINATION

The policy was drafted in consultation with DfEE guidelines (July 2000), senior staff, a governor and staff of the Sexual Health Education Unit of the NHS. It was then discussed by all the staff and all governors, and adopted as school policy.

All staff were previously given a copy of the policy and all new staff will be advised during their induction that the policy is now on-line. All parents will be given a copy on request.

### 3. AIM AND OBJECTIVES OF THIS POLICY

**AIM:** The aim is that this policy contributes to our ethos of valuing and including each individual in the school community and that it informs staff/student relationships, both one to one and in PSHE and other classes. This, in time, addresses 'Every Child Matters' outcome.

**OBJECTIVES:** Towards this aim, students will be given

- Objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexuality, sexual relationships and information about confidential helping services.
- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender.

- Opportunities to discuss some moral issues — hearing the points of view of others and respecting other people’s decisions, rights and bodies.
- A chance to explore ideas about family, marriage, parenting, the ways in which people care for each other and the benefits of stable relationships.

#### **4. MORAL AND VALUES FRAMEWORK**

Our framework of values for sex and relationship education, to which all of us teaching the subject subscribe, is an attempt to foster:

- A respect for self and others
- Non exploitation in sexual relationships
- A culture in which we explore rights, duties, and responsibilities in relationships
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class
- Realistic discussion about the effects of early sexual activity and society’s attitude towards this.

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

#### **4a. Knowledge and Information**

PSHE Curriculum

Key Stage 3 puberty:- personal safety, friendships and love, family life and relationships, gender issues, conception and birth, contraception, HIV/AIDS, safer sex, helping agencies, sex and the law, life stages. Here the school provides the third year only and liaison with feeder schools to ensure continuity and coherence is essential.

Key Stage 4 birth processes:- abortion, fostering and adoption, genetic inheritance, early parenting, sexual transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, attitudes of different faiths and cultures.

(The Science Curriculum adds to much of the above.)

Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out in paragraph 4. They will be made aware of the difference between fact, opinion and religious belief.

#### **4b. Skills and Abilities**

Pupils will be helped to develop the following skills:

- Communication including the making and keeping of relationships
- Assertiveness
- Decision making
- Recognizing and using opportunities to develop a healthy lifestyle

Detailed information can be found in the attached scheme of work.

## **5. CONTENT HEADINGS FOR SCHOOL SEX AND RELATIONSHIP EDUCATION PROGRAMME.**

See PSHE Scheme of work

## **6. ORGANISATION OF SCHOOL SEX AND RELATIONSHIP EDUCATION**

J Solven (co-ordinator) is responsible for planning, teaching, training and delivery of programme.

Who will teach the programme? A combination of specialist staff and non specialist staff will teach the programme.

### **6.a Training Provision**

All staff will be offered regular training to enable them to feel comfortable teaching the programme. The local Sexual Health Education Unit provides such training free, as does the LEA teacher/adviser for PSHE.

### **6.b Approach and Methodology**

We start from the assumption that ignorance does not protect. Following the guidelines of DFEE on sex and relationship education (July 2000) we use interactive teaching methods, with the teacher acting as teacher facilitator and guide through topics. Pupils are taught in both setted and mixed ability groups. All groups are mixed gender. We carefully select leaflets and other written material from the best that is available at any time. Parents are welcome to see this material on display at Open Evening. The Key Stage 3 teaching resource produced by our NHS colleagues is used along with other material. Informal language for parts of the human body, and sexual activity, will be used in the class but formal terms will be taught.

Teachers will be offered guidance on answering students' questions as part of their specialist training. If a question seems too explicit, or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis where, if necessary, they will give information on where to get advice.

### **6.c Curriculum Entitlement**

For Year 9 PSHE will be covered in one lesson of 50 minutes per fortnight, and for Years 10 and 11 two lessons of 50 minutes per fortnight is available for PSHE for each student.

### **6.d Procedures for reviewing effectiveness of programme**

Evaluation meetings will be held annually with all staff teaching the programme and student views will be sought at times. The nominated PSHE Governor will have a link role between the school and governing body.

### **6.e School liaison with Primary/Middle School Feeders**

Regular liaison with the feeder schools is carried out by J Solven and our programme is informed by

what students are taught in Primary and Middle schools feeding into this one.

## **6.f Complaints Procedure**

Any complaint about the content or delivery of the sex and relationship education programme should be addressed in the first instance J Solven (the PSHE Co-ordinator).

## **7. EQUAL OPPORTUNITIES**

This policy links closely with the equal opportunities policy, the bullying policy and the county guidelines on child protection plus other policies, available in the secretary's office. We believe equal opportunities is not about treating everyone the same – but about helping to redress imbalances. When students struggle they are offered more help to benefit from their schooling. If they are struggling within relationships, identity or loss we will try to provide them with the support they need – either inside the school or externally. Objective discussion of sexual orientation will take place in sex and relationship education lessons in order to meet the needs of all pupils. There will be no promotion of any sexual orientation.

In the PSHE programme we attempt to select activities and resources which are age, experience, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

## **8. SPECIFIC ISSUES STATEMENTS**

### **8.a Withdrawal of pupils from sex and relationship education**

Any parent wishing to withdraw their child from sex and relationship education should be encouraged to make an appointment with the PSHE Co-ordinator to discuss the matter. Students cannot be withdrawn from any part of the teaching which falls within the National Curriculum.

Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled — and if appropriate, the teacher can ask a relevant PSHE teacher to develop the subject at another time.

The links between the sex and relationship programme, the science curriculum and Citizenship will be identified and will be clear to the students as well as staff. (Refer to 4a)

### **8.b Contraceptive 'advice', information and referrals, and under 16's**

Students will be taught about controlling fertility and safer sex as part of the sex and relationship education programme. Even students who have been withdrawn from sex and relationship education by their parents are entitled to the information and about where and whom they can receive confidential advice and treatment. Worcestershire Little Directories will be given to all students by the end of Year 9.

It is not the role of teachers to advise on health issues in any detail. They should encourage the student to talk to a parent/carer, and/or school nurse, young people's health service, Time 4U or GP.

### **8.c Confidentiality (In the classroom)**

What a student says or writes in the classroom is by definition not confidential. Policy document displayed on all classroom walls.

Students should be encouraged to speak in general terms rather than personal. When discussing issues in the classroom, student disclosures made in the classroom, which are of the concern to the teacher, must be reported by her/him to the Child Protection Officer (Gill Brookes), who will decide whether parents should be informed, and any other action to be taken. Class teachers should not go direct to parents with disclosures. If a class teacher is reporting a disclosure to the Child Protection Officer, the pupil should be told this.

### **8.d Confidentiality (Individually)**

Teachers should not promise absolute confidentiality to students.

However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, she/he should inform the Child Protection Officer/school nurse and tell the student this is what they are doing.

Teachers will recognize the importance of listening to the concerns of individual students. Staff will also be aware that young males find it more difficult than females to express emotions, and will offer support where possible. Again, teachers will not go against the student's wishes and talk to parents.

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others
- Involved in situations where they are being exploited or are exploiting others
- Victims of abuse, violent/sexual or emotional; this would require referral to the Child Protection Officer.

The last category of risk would require the Child Protection Officer to be involved, and that policy to be adhered to.

If a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer.
- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services.
- Any child protection issues are addressed.

The School Governors and Senior Leadership Team will support the staff member in exercising her/his professional judgement about what is in the young person's best interest.

### **8.e Pregnancy/Parenting**

Any student who is continuing with a pregnancy will be given time with the Head of Year/Pastoral Head to ensure she knows how she may continue her schooling or FE. Options would include support from the Medical Education Team to continue studies outside of school setting. The school nurse will help her to access ante and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers and information on sources of advice on legal and other issues, for example, Citizens' Advice Bureaux and Connexions.

### **8.f Procedure for involving outside educators including health professional colleagues in the delivery of the programme**

External educators can make a valuable contribution to the sex and relationship education. They must be familiar with this policy and contribute to the programme as agreed with the teacher, subscribing to our school moral and values framework, and using resources and methods agreed with the teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance.

### **8.g The school nurse as health advisor/support for students**

The school nurse offers a confidential health service on Thursday lunchtime (1 – 2 p.m.) to students, where any student can talk about emotional or physical health issues. We are also very pleased to have the confidential Youth Enquiry Service here on Friday mornings. This is a further source of support and advice for our young people.

## **9. PROCEDURE FOR SUPPORTING ANY MEMBERS OF THE SCHOOL COMMUNITY INFECTED WITH HIV, HEPATITIS B OR C**

Staff should not expect to be informed of a student's or colleague's HIV or Hepatitis status. A member of staff, who is told of a student's blood borne viral status, should inform the Head Teacher and no-one else. He/she will tell the student that this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current guidelines, and assume that blood spills can be infectious in some circumstances.

## **10. WORKING WITH PARENTS**

We have worked with the parent/governor(s) on producing this policy, and always welcome the views of parents on what we are trying to achieve in the school. Any parent who wishes a copy of this policy can gladly have one, and we do hold parents evenings on PSHE including sex and relationship education, where we encourage parents to be involved in what we teach.