



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Relationship and Sex Education Policy	
Lead	Mr S Jefferies, Headteacher	
Governor Committee	Chair of Governors	
Policy Status	Originally Drafted	July 2017
	Governor Approved	Yes
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Review Frequency	2 Years	
Next Review	July 2019	

Introduction:

Why we need a relationships and sex education (RSE) policy¹

“Effective Sex and Relationships Education (SRE) in schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...” (National Children’s Bureau, 2006)

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 1999)”.

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the students.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006). Key features included; systematic delivery of SRE/PSHE in primary and secondary schools; a strong focus on achieving National Healthy School Status and the use of the DfES SRE Guidance (issued in 2000) as a driver for training and support in schools, including planned programmes of training for Governors.

Relationship to other Henley in Arden School policies

This policy should be read in conjunction with:

- Child protection & Safeguarding policy
- Behaviour for Learning policy

Aims of this policy

- To help support young people through spiritual, physical, emotional and moral development
- To deliver a quality relationships and sex education programme to students which is appropriate to their needs and meets national standards
- To work in partnership with parents, families and the wider community to promote positive relationships and provide effective support for young people.
- To deliver relationships and sex education through a whole Henley in Arden School approach to PSHRE Education
- To support staff to work effectively with young people on all personal relationship and sexual health issues.

Objectives and desired outcomes of this policy

In order to achieve the aims above, we will work towards the following objectives:

- Students are provided with accurate information

¹ Warwickshire County Council has agreed the use of “Relationships and Sex Education (RSE)” as the preferred term for SRE to show a commitment to the importance of healthy relationships within relationships and sex education in schools

- Young people are taught about human sexuality in a way that encourages them to mature and respect themselves and others
- Children and young people are informed about relationships, love, care and the responsibilities of parenthood
- Young people are provided with information about different types of contraception, safer sex and how they can access information from local sources of advice and treatment
- Young people are supported to understand how the law applies to sexual relationships
- Students understand what is 'Consent' and what it means
- Students demonstrate confidence in talking, listening and thinking about feelings and relationships
- Young people make responsible and well-informed decisions about their lives
- Students feel prepared for the opportunities, responsibilities and experiences of adult life
- Young people feel informed and supported through the emotional and physical changes of puberty
- Young people develop positive values and a moral framework to guide their decisions, judgements and behaviour
- The incidence of teenage conceptions is reduced
- The incidence of sexually transmitted infections is reduced
- Young people have the skills to avoid being pressured into risk-taking behaviours

Staffing and Staff Development

During induction to Henley in Arden School, staff will have time planned to gain a good understanding of the relationships and sex education policy and other related policies.

Teachers are provided with training as required to support their delivery of RSE and extend their confidence in doing so.

The personal attitudes and beliefs of teachers will not influence their delivery of the RSE curriculum within the PSHE Education framework.

Relationships and sex education curriculum

"SRE is lifelong learning about physical, emotional and moral development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity..." (DFEE 2000)

As an academy school, Henley in Arden School is not obliged to follow the National Curriculum. However, we recognise that it is a good guide to what is appropriate in schools and in the main it is followed.

The sex education elements of the National Curriculum Science Order include:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta (Key Stage 3, p.204)
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) (Key Stage 4, p.217)
- hormones in human reproduction, hormonal and non-hormonal methods of contraception (Key Stage 4, p.217)

Our RE syllabus (Curriculum policy Appendix 8) includes:

- The basis for moral behaviour and its roots in religious and secular teachings (p.47)
- Research and investigate a range of approaches to important religious and philosophical questions, providing a detailed evaluation of the perspectives of others, as well as their own views (p.48)

Teaching strategies promoted by Henley in Arden School

Ground rules

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from students. Examples of ground rules Henley in Arden School promotes include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Distancing Techniques

Teachers will avoid embarrassment and protect students' privacy by always depersonalising discussions. For example, role play will be used to help students 'act out' situations about fictitious characters. Case studies with invented characters, appropriate videos and visits to theatre-in-education groups will all help students discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines Henley in Arden School encourages:

- If a question is too personal, the teacher will remind the student of the ground rules.
- If the student needs further support, the teacher can refer her or him to the appropriate person, such as a counsellor, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, the teacher will acknowledge this, and suggest that the student or teacher or both together research the question
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the student later and if concerned that a student is at risk of sexual abuse, they will follow agreed Henley in Arden School child protection procedures.

How Henley in Arden School will respond to sensitive issues (see also 'Confidentiality and handling disclosures' below)

Puberty

Relationships and sex education is established within a context of PSHRE and the Science curriculum, so as students reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes.

Menstruation

The onset of menstruation can be alarming for girls if they are not prepared. As with puberty, the Henley in Arden School programme of RSE will include preparation for menstruation and information for both girls and boys.

Contraception

In line with national and local government guidance, trained staff, such as the school nurse, will give young people full information about different types of contraception, including emergency contraception and their effectiveness. Trained staff will also give students – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

Abortion

When abortion is covered within a programme, Henley in Arden School will offer young people the opportunity to explore the dilemmas, enable them to know and understand about abortion, and develop the communication skills to discuss it with parents and health professionals.

Safer sex, HIV/AIDS and STIs

The emphasis on relationship and sex education will be on prevention of infection, through delaying sexual activity and teaching the reasons for safer sex. Young people will also be given appropriate information on diagnosis and treatment.

Strategies for teaching about HIV/AIDS and STIs will include:

- Helping students clarify their knowledge of HIV/AIDS and STIs
- Teaching them assertiveness skills for negotiating relationships, including understanding of what is meant by 'Consent'
- Enabling them to become effective users of services that help prevent/treat STIs and HIV

Pregnant Henley in Arden School girls and school aged parents

When a Henley in Arden School girl discloses that she is pregnant, the school will identify a key member of staff to co-ordinate education and support for the pregnant girl. Once parental consent has been agreed, the identified staff member will inform the County Teacher Co-ordinator for school age parents, who co-ordinates education and support for pregnant school girls and school age parents across Warwickshire.

A meeting will take place between the student, her parents/carers, the designated teacher and an Inclusion teacher from the Early Intervention Service, teaching & Learning (EIS) or similar service from time to time in use. A learning timetable will be developed, taking into account future exams, work experience opportunities and other educational commitments and opportunities. Additional holistic support needs will be identified and referrals made to appropriate support agencies, for example, Children's Centres, housing and counselling services.

The designated teacher will discuss the level of confidentiality within Henley in Arden School and determine who may need to be informed. If there are Child Protection concerns identified, the designated teacher for the student will inform the designated teacher for Child Protection. For those students in public care, the designated teacher for Looked- After Children will determine who may need to be informed. If there are Child Protection concerns identified, the designated teacher for the student will inform the designated teacher for Child Protection. For those students in public care, the designated teacher for Looked-After Children will be included in discussions. For

those students on the Special Educational Needs Register, the Special Education Needs Co-ordinator will be included in the discussions and for those with statements or EHC Plan the relevant officer consulted.

The designated teacher will ensure that all associated non-attendance (for medical check-ups and antenatal visits) is properly authorised and seek advice from the School Health Service or Education Social Work Service, as appropriate. The designated teacher will undertake the necessary risk assessments, using the model for pregnant staff members as guidance.

The pregnant student will remain in Henley in Arden School with support from the EIS, unless medical needs dictate a home support package. Post birth, following an acceptable six-week medical check, a plan will be formulated with appropriate professionals to reintegrate the girl into full-time education. The designated teacher will ensure that the school age mother has received information about the importance of using contraception to prevent a second pregnancy from an appropriate health professional. EIS will continue to support pastorally until the student leaves Henley in Arden School by introducing local support groups for young parents and referring to the Careers service.

Henley in Arden School should acknowledge the additional needs that school age fathers or fathers-to-be may have, and offer the same support, guidance and advice that they provide to pregnant Henley in Arden School girls, signposting to local services if necessary. When the relationship between the school age father and mother continues and the father wants to be involved, the designated teacher should ensure he is supported to attend antenatal and postnatal appointments, the birth itself and other necessary appointments, authorising absence appropriately. With the mother's approval, he may also be invited to attend pre and post birth meetings between Henley in Arden School, other professionals and the young woman.

Partnerships

Henley in Arden School will help support parents in:

- Helping their children learn the correct names of the body parts
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling sexual attraction, sex, contraception, relationships and sexual health
- Henley in Arden School will ensure that parents are informed of their legal right to remove their child from RSE sessions if they wish.
- Other agencies supporting Henley in Arden School 's RSE curriculum are: health professionals, school nurse, and where appropriate, Careers service and the Youth and Community Service, all of which are aware of this policy, the RSE programme and work in-line with it. Outside visitors work within the framework outlined in the Henley in Arden Schools 'Using outside visitors in school ' policy.

Equality of opportunity

All students regardless of their developing sexuality are entitled to an RSE curriculum which is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE they receive at Henley in Arden School will be the main, and sometimes only, source of sex education, particularly for children from some ethnic communities.

Special educational needs and learning difficulties

Henley in Arden School will ensure that students with special educational needs (SEN) receive relationship and sex education.

Relationship and sex education will help all students to understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents and carers of children with SEN may find it difficult to accept their children's developing sexuality. Some students will be more confused about what is acceptable public behaviour. These children will be given more help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. Henley in Arden School will take care not to marginalise relationship and sex education. Students with SEN will not be withdrawn from PSHE Education so that they can catch up on National Curriculum subjects.

Confidentiality and handling disclosures

Teachers, students and parents should be aware of the boundaries regarding confidentiality within the curriculum. Students must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure.

Health professionals are bound by their own codes of conduct to maintain confidentiality. When working within a classroom they are also bound by Henley in Arden School policies. Outside the classroom situation, they can exercise their own professional judgement maintaining the student's best interests at all times.

Teachers cannot offer or guarantee absolute confidentiality, but should ensure students are informed of sources of confidential help, e.g. school nurse, counsellor, GP, advice services. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, the request will be honoured unless this is unavoidable in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. Where younger students are involved this will be grounds for serious concern and child protection issues should be addressed.

See the Henley in Arden School Child Protection Policy for further details

Management and co-ordination

Henley in Arden Schools' relationships and sex education programme is co-ordinated as part of Personal, Social, Health and Education programme run by the Social Sciences faculty, and as part of the Science Curriculum led by the Head of Department for Science.

There is a member of staff responsible for safeguarding and child protection issues within Henley in Arden School who is clear on all procedures and progressive steps in dealing with incidents should they arise. This policy will be reviewed every 3 years as part of Henley in Arden School's rolling programme of policy reviews. The review will be led by the PSHE Co-ordinator and supported by governors and the senior leadership team. The effectiveness of the policy will be judged according to quality of the written, oral and observed evidence available to demonstrate that the objectives and desired outcomes stated above have been achieved.

Further information

For further information about current initiatives and resources to support relationships and sex education agenda visit:

www.warwickshire.gov.uk/respectyourself; www.warwickshirehealthyschools.com and www.healthyschools.gov.uk.