



THE HESSE ACADEMY
Hesse High School & Sixth Form College

Sex and Relationship Education Policy

Effective Date:

April 2014

Date of minuted approval by the Board of Governors:

26 April 2018

Review Committee:

Secondary LGB

Review Date:

April 2019

Owner:

Assistant Head – Behaviour for Learning

Purpose

This policy defines the school's position in relation to sex and relationship education and issues of sexual health. The aims of the Sex and Relationship Education Policy are formulated within the legal framework required of schools. Sex and Relationships Education (SRE) is part of a whole-school approach to students' development and well-being. The aim is to enable them to have safe, fulfilling relationships and to take responsibility for their sexual health and well-being. The school's safeguarding, confidentiality and behaviour management policies also support the SRE provision.

A statement of policy on Sex and Relationship Education

Hesse High School & Sixth Form College

- is committed to students learning about the emotional, social and physical aspects of growing up, relationships, human sexuality, sex and sexual health. Information, skills and positive values are presented in an objective and sensitive manner, which operates in an atmosphere of mutual trust;
- seeks to ensure that all students have equal access to a programme of sex and relationship education, whatever their age, gender, culture, faith, disability and orientation;
- recognises that a successful programme is one which is grounded across curriculum areas. Liaison with main feeder schools to ensure a developmental curriculum is the responsibility of the Transition Leader.
- The Safeguarding Manager is a qualified nurse and will be actively engaged in whole group delivery. In addition, they will provide targeted support by referral as a result of identified need.
- We engage with the Preventative Education Team to respond to student needs on an individual basis

To this end, a comprehensive programme of sex and relationship education is delivered through planned and co-ordinated lessons within Ethics, Philosophy, LIFE, Religious Education and Science which is enhanced by the provision of thematic specialist events such as the 'All About Me' Event.

Aims of the Sex and Relationship Education programme

- to encourage responsibility, respect and consideration in all forms of behaviour
- to foster self-esteem, self-awareness and a sense of moral responsibility
- to equip students with the decision-making skills necessary to make informed choices on patterns of behaviour, lifestyle, communication, sexuality and personal relationships

- to give students the skills and the confidence to avoid, resist and report unwanted sexual experience and pressure
- to inform students of the arguments for delayed sexual activity
- to present the reasons for having protected sex
- to explore moral values and sexual and relationship issues
- to enable individuals to learn about and understand their own physical, moral, social and emotional development and how to behave appropriately in personal relationships
- to help students appreciate the value of stable relationships, the importance of family, marriage, love and concern and respect for others and the responsibilities of parenthood
- to clarify the link between sexual practices and the transmission of STIs and HIV
- to be aware of where to seek advice and support
- to be pro-active in reducing unplanned pregnancy
- to understand the dangers of and how to keep themselves safe with respect to Female Genital Mutilation (FGM), Child Sexual Exploitation and Domestic Violence.

Sex and Relationship Education will be taught in the context of relationships. Students will be helped to appreciate the importance of stable and loving relationships, family life, marriage and the responsibilities of parenthood. Facts will be presented in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour.

More detailed information can be provided on specific issues.

The organisation of Sex and Relationship Education

- sex and relationship education is taught predominantly in Ethics, Philosophy, LIFE small group workshops and to mixed groups of male and female students. The key concepts that underpin the study of personal wellbeing are personal identities, healthy lifestyles, risk, relationships and diversity. Personal wellbeing makes a major contribution to the promotion of personal development. Links are also regularly acknowledged to other curriculum components and PSHE education components,
- the School believes that most of the sex and relationship education programme is best delivered by teachers who are known and trusted by the students
- **delivering SRE:** a safe learning environment will be established in which open and non-judgemental discussions about sex, sexuality and sexual health can be held. A group agreement about ground rules for discussion is encouraged to ensure acceptable boundaries are in place to safeguard students. Teachers must not promote any one lifestyle as the only one acceptable in society. They must present objective information on all lifestyles to enable students to make an informed decision. Teaching about homosexuality is not avoided, opportunities to explore homosexual or transgender issues are discussed with reference to false assumptions, stereotypes and prejudice.
- **planning SRE:** the school encourages teachers to use varied teaching strategies to encourage students to develop their confidence in talking, listening and thinking about sex and relationships. Some of these strategies include: ‘distancing’ techniques such as role play and the use of case studies to protect students’ privacy and avoid embarrassment by depersonalising the situation
- **active learning** through group work is important, along with opportunities for students to reflect on what they have learnt, how confident they are with the information and how to apply the life skills explored.
- **resources:** teachers of SRE are asked to refer any new resources to the programme of study to the Safeguarding Manager and Curriculum leader LIFE. Resources are regularly updated and reviewed. The criteria for the selection of resources are conditional on the appropriateness for the students and the relevant contextual issues.

- **visitors:** the school leads the Sex and Relationship programme, but recognises that it can be enhanced by the involvement of Health professionals and visitors and complemented by peer educators. The visiting speaker must be provided with the following in advance:
 - details of the composition of the group;
 - a copy of the school's Sex and Relationship Education Policy;
 - the instructions for signing in on arrival;
 - any other information deemed relevant
 During a visit to the classroom, the classroom teacher will welcome the visitor, and will remain in the classroom with responsibility for students' behaviour and for the classroom environment.
- **staff development** will be offered where relevant to the role of the member of staff. All teachers require sensitivity to students' needs, an ability to deal with questions openly and honestly and a preparedness to refer to more expert advice when necessary. It is important that staff feel comfortable with the delivery of the programme, so that where possible team teaching arrangements can be made as a method of sharing good practice. Only appropriately trained staff will be involved.
- **contraceptive advice** and referrals to students who are under sixteen. The Governors believe that it is the school's function to provide general education about sexual and relationship issues. Teachers must **never** give advice to students on specific sexual problems. In their counselling they should encourage students to talk to their parents or seek advice from a health service professional. The Health Drop-in, run by the School Nurse and other local sexual health services is signposted. In some cases, a teacher may feel it necessary to inform the Child Protection Co-ordinator or Deputy Child Protection Coordinator of a student's problem. **Staff must not offer confidentiality.** It is the schools Policy that when an issue of sexual health or pregnancy is disclosed we will actively encourage the student to speak with their parents allowing 24 hours for them to do this prior to a call being placed by a member of the Safeguarding Team to invite the parent in to discuss and offer support
- **harassment** is covered in the School's Equal Opportunities and Harassment Policies and there is a zero tolerance.
- **student voice:** the importance of students reviewing and assisting with the development of SRE is recognised and feedback is invited on the quality of SRE through student questionnaires.
- **working with parents:** the school recognises that parents are the key people in teaching their children about sex, relationships and growing up and seeks to support this very important task by delivering lessons in line with government guidelines. Parents will have immediate access to this policy through the policy area of the academy website (www.thehessleacademy.co.uk)

Child Withdrawal Procedure

Parents have a right to withdraw their children from all or part of a school's programme of sex and relationship education other than those elements which are required by the National Curriculum Science orders. Any parents wishing to exercise this right are asked to make an appointment with the Designated Safeguarding Lead and the Headteacher. Parents will be offered an opportunity to view materials used in SRE at each key stage.

Governor involvement

The Secondary Local Board of The Hessle Academy will be actively involved in reviewing feedback to inform this policy.