



Haslingden High School and Sixth Form

Sex & Relationships (SRE) Policy

Governors' Statement of Principles

The Governors of Haslingden High School have decided that SRE will form part of the secular curriculum for the school. The Policy which follows is made in accordance with the Law (Education Act 1993: Sex Education in Schools Circular number 5/94 and Statutory Instruments 1994 No. 1520: The Education [National Curriculum] [Attainment Targets and Programmes of Study in Science [Amendment] Order 1994), PSHEE at KS3 and KS4 Guidance for Schools 2000, SRE Guidance 2000, Sex and Relationship framework 2005 as well as "Time for Change" – Ofsted 2007.

Governors' Statement of Principles

Purpose:

- to fulfil the Governors' duty of care to students and staff
- to promote teaching and learning and high standards of attainment
- to maintain the ethos of Haslingden High School
- to support the Every Child Matters outcomes
- to give guidance to the headteacher in drawing up the Sex and Relationship Education Policy
- to establish procedures for monitoring and review

Basic information

This policy covers our school's approach to the development of individual potential in all students. It was produced by the PSHEE coordinator, through consultation with staff, Senior Leadership Team and School Governors.

Parents and carers will be informed about the policy through the school website.

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Overall school aims and objectives

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Haslingden High School regards SRE as an intrinsic element in helping students to form lifelong sensible, mature, balanced judgements based on knowledge and understanding. SRE addresses physical, moral and emotional development, but also encompasses associated areas: personal relationships, sexuality and sexual health, both physical and emotional.

What values will we promote?

SRE will be taught as part of Haslingden High School's Personal, Social, Health and Enterprise Education (PSHEE) programme across all Key Stages in such a manner as to have due regard to moral considerations and the value of family life. It will reflect the aims and values of the school, notably to continue each student's personal and social development. It will also encourage emotional stability and fulfilment and acknowledge the value of stable relationships, including marriage, as the basis for family, community and society.

How will we ensure the curriculum is balanced?

While promoting the values above, we will ensure that students are offered a balanced programme with the purpose to prepare students for an adult life in which they can:

1. develop positive values within a moral framework to help guide their decisions, judgements and behaviour, based on tolerance and an understanding of difference
2. understand human sexuality and be aware of their own sexuality in terms of heterosexuality, homosexuality, bisexuality and transgender issues
3. understand the arguments for and benefits of delaying sexual activity, of minimising the number of sexual partners and of having protected sex within the context of changing attitudes within contemporary society.
4. understand the consequences of their actions and behave responsibly within sexual and other personal relationships
5. have the confidence and self-esteem to value and respect themselves and others
6. have the skills to judge what kind of relationships they want and communicate effectively with others
7. have sufficient information and skills to protect themselves and others from infection or unwanted pregnancy
8. avoid being exploited or exploiting others and respect individual conscience
9. avoid being pressured into unwanted or unprotected sex
10. access confidential sexual health advice, support and if necessary, treatment
11. know how the Law applies to sexual relationships and behaviour.

Creating a safe and supportive learning environment

The SRE Policy for Haslingden High School reflects the School's aims and complements other associated policies, such as PSHEE, Child Protection, Anti-Bullying, Confidentiality, SEN and Equal Opportunities.

We will create a safe and supportive learning environment by teaching PSHEE in such a manner as to encourage students to have due regard to moral considerations, especially in 'sensitive' areas such as SRE. In addition to the PSHEE policy the following steps will also be taken with regards to SRE.

- 1. SRE sits within PSHEE and the Humanities faculty and forms part of the PSHEE taught content in each year group. The PSHEE Co-ordinator co-ordinates the planning and management of the SRE programme in consultation with the Headteacher and Governors. Form Tutors teach the lessons unless curriculum timetabling dictates otherwise.*
- 2. Aspects of SRE occur within the Science, RS, Health and Social Care and Child Development curriculum across the Key Stages and they support the consistent messages for SRE taught within PSHEE.*
- 3. PSHEE is taught following the agreed lesson plans. Tutors will report on students' effort and behaviour within each assessment block. In Y8 and Y10 a Nurse Educator contributes to the SRE programme (when possible).*
- 4. Any outside speakers used in SRE will be LEA approved. Teachers will always be present. Parents will be informed and given the opportunity to withdraw their children from any such talks.*
- 5. Teaching about physical aspects of SRE will be set within a moral framework, stressing the responsibility of both sexes in sexual matters and encouraging students to consider self-restraint, dignity, respect for themselves and others, sensitivity towards the needs and views of others, loyalty, fidelity, physical dangers and moral and religious beliefs.*
- 6. Only visual aids, films, videos and text books approved by health and education professionals will be used in SRE. All materials, videos and other resources will be appropriate to the students and carefully chosen. Parents may view them on request.*
- 7. Parents / guardians / carers have the right to withdraw their children from any or all aspects of SRE taught within PSHEE. Parents / guardians / carers do not have to give reasons for their decision, but they should inform the SRE Co-ordinator of their intention to withdraw their children from SRE. Parents / guardians / carers will be informed by letter when SRE will occur in PSHEE lessons. Approval for students to be withdrawn cannot be given, however, with regard to lessons which form part of the syllabus for subjects being taken in public examinations or from sections required by the National Curriculum. It is Haslingden High School's aim that parents will not wish to withdraw their children from SRE lessons, which the school considers to be an entitlement for all children, and an important part of a child's overall education.*
- 8. The Governors are committed to the aim that, as far as possible, all students enjoy a commonality of experience regardless of race, ability, gender, religion or culture. All students in Haslingden High School will have equal access to the SRE curriculum. The SRE programme will be appropriately differentiated by the PSHEE Co-ordinator in liaison with specialists and, where appropriate, with the student's Form Tutor.*

9. *The views of teachers, parents, Governors and students concerning SRE will be sought at appropriate forums e.g. Training Days, Parents' and Information Evenings, PTFA, Governors' meetings and Student Council meetings.*
10. *Evaluation and monitoring of the SRE programme will occur during Tutors' meetings and Pastoral Forum.*
11. *Sensitive issues will be approached in such a way as to respect the range of cultural and religious views within the school, especially on topics such as contraception, abortion and homosexuality. The use of agreed Ground Rules and distancing techniques in SRE lessons is encouraged. Staff will operate within the school's Confidentiality guidelines and refer any queries to the SRE Co-ordinator.*
12. *Opportunities for single sex SRE lessons will be made available, if it is deemed appropriate.*
13. *Over the course of their SRE at Haslingden High School, at appropriate stages, all students will cover the following:*
 - *Personal hygiene, physical changes at puberty; menstruation and masturbation.*
 - *Human reproduction - factually and with the correct vocabulary.*
 - *Fertilisation - natural and assisted - foetal development and childbirth.*
 - *Family planning and methods of contraception, including abstinence.*
 - *Sexual relationships and sexual health, including delaying sexual activity.*
 - *Sexually transmitted infections (STIs), HIV and AIDS.*
 - *Abortion.*
 - *The risks of casual sex and promiscuous sexual behaviour, especially when intoxicated.*
 - *Porn in the real world*
 - *The value of stable relationships; basic parenting skills.*
 - *The Law relating to sexual activity.*
 - *Negotiating skills, assertiveness and management of situations involving sexual activity.*
 - *Dealing with the emotions involved in relationships, sexual or otherwise.*

SEND, inclusion, equality and diversity

As SRE is delivered through the PSHEE programme of study...

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by taking into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access SRE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by and will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

We will ensure that equality obligations are fulfilled with regards to strands disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

We will **"make appropriate provision to overcome barriers to learning and ensure students with SEN have full access to [PSHEE]. This will be co-ordinated by the SENCO and Line Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for."** (SEN Policy)

Key Principles

It is intended that by following this Policy, Haslingden High School will enable all students to make informed, reasoned and responsible decisions about their own behaviours, values and attitudes. Haslingden High School, in partnership with the Governors, the students and the parents of its students, aims to produce well-informed, well-balanced, responsible and caring members of the community, capable of sustaining fulfilling and successful relationships at all levels.

Our programme aims:

- To deliver knowledge to students, encourage their understanding to these areas.
- To encourage the development of personal qualities and attitudes in students. This will promote social responsibility and moral values.
- To use data available locally and nationally to underpin a particular topic and its relevance within the school community.

Timetabling

Timetabling SRE

1. The school will promote a high profile for PSHEE and consequently SRE.
 - At KS3 students will study the following:
 - Year 7 – Relationships with others.
 - Year 7 - Puberty
 - Year 8 – Relationships with others (including child exploitation)
 - Year 9 – Relationships and sexual activity (including expectations and STIs).
 - At KS4 a series of 5 separate 'drop-down' days will be planned at mutually convenient times within the school calendar. At least 1 of these across the key stage will focus on SRE.
2. The PSHEE Co-ordinator co-ordinates the management of SRE in the school.
3. Teachers delivering SRE lessons will be offered training as part of the in-school CPD.

Planning

The programme will be led by the PSHEE Co-ordinator – Mrs R. Kate Sieg-Hogg.

Delivery of SRE will be led by the planning and timetabling of PSHEE.

At KS3 it will be taught by a range of members of staff. Where possible this will be the class form tutor to build upon the special relationship which exists between student and form tutor so that together, through PSHEE lessons they can enhance personal development and monitor progress.

At KS4 the SRE 'drop-down' days will be delivered the class form tutor

All staff delivering PSHEE will follow the agreed lesson plans for the year.

The school will support members of staff delivering PSHE to access appropriate CPD by offering training on various aspects of PSHEE.

Use of external agencies

We will use external contributors in the following circumstances:

- Signposting for external agencies and sources of support, e.g. the school nurse
- Delivery of more subject specific advice and guidance, e.g. CaSH Lancashire
- Reinforcement of key messages by reputable agencies, e.g. CEOPS

We will ensure external contributors' input is part of a planned programme which it enhances by using a wide range of teaching and learning strategies.

Any outside speakers used in SRE will be DBS checked. Teachers will be present during all presentations, regardless of the size of the group. Parents / carers will be informed and given the opportunity to withdraw their children from any such talks

Key Principles and Teaching Methods

The programme will be taught through a range of teaching methods, including various co-operative learning techniques.

We will ensure learning 'starts from where pupils are' by a through baseline assessment which will have the aim to establish an understanding of existing knowledge and skills.

We will seek to understand pupils' prior knowledge by through assessment for learning which will have the aim to promote learning with opportunities to reflect on what's been learnt and determine what needs to be learnt.

Through assessment of learning we will summarise achievement at the end of a piece of learning, collecting information to confirm attainment.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The PSHEE programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as facilitator.

We will ensure that sessions including those on risky behaviours, remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them before each of these topics.

Behaviour will also be managed according to the Behaviour for Learning policy.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery and liaising with both senior curriculum and senior pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit.

"Effective teachers in PSHE education are reflective practitioners and see themselves on an experiential cycle of learning, together with their pupils. This attitude transforms the classroom experience for both adults and pupils alike. PSHE education is concerned not only with knowledge but also the development of life skills and personal values and these are relevant for all, whatever their age.

Successful teaching is characterised by four factors (OFSTED Annual Report 2008-09 HMCI).

- **The application of good subject knowledge**
- **Clear directions that provide the right pace and high expectations for all learners**
- **Skilful questioning and opportunities for independent and exploratory learning to develop learners' understanding**
- **The effective use of assessment for learning"**

(National PSHE Programme)

Topics covered and broadly when

During Key Stage 3 students will cover (presented in order of delivery across the year):

Year 7

Relationships with others

1. strategies of dealing with bullies and bullying part 1
2. strategies of dealing with bullies and bullying part 2
3. Cyber Bullying 1
4. Cyber Bullying 2
5. Am I a Bully?

Puberty

1. Changes
2. Problems with Puberty – Spots and PMS
3. Reproduction
4. What else do I need to know: TSS, Breast, Cervical and Testicular Cancer

Year 8

Relationships

1. Family Relationships – Adoption
2. Family Relationships - Families in all shapes and sizes
3. Friendships
4. Personal, Sexual and Intimate Relationships - Boys and girls - is there a difference?
5. Personal, Sexual and Intimate Relationships - Sex - why all the fuss?
6. Rights and Responsibilities in Relationships

Year 9

Relationships and Expectations

1. Puberty and Sexual Activity
2. STIs and Pregnancy
3. Expectations

During Key Stage 4 students will cover (presented in order of delivery across the year):

Year 10

- Healthy Relationships

This is subject to change at the discretion of the PSHEE Co-ordinator.

Assessment

A system of self-assessment, peer assessment and tutor assessment will be established which will contribute to both formative and summative assessment. The purpose of assessment in SRE is:

1. To monitor our provision.
2. To give us, the learners and parents feedback about their progress and how their learning might be improved.
3. To provide tracking data for the school.
4. To improve learning and increase learners' motivation.
5. To help learners to reflect on and identify what they have learnt.
6. To allow others to see the impact SRE education is having for learners and on whole-school outcomes.

Assessment of PSHEE will be in-line with the school's marking policy for subjects being taught once per week.

How will pupils' questions be answered?

The SRE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives. A range of techniques will be recommended to deliverers to ensure all students have the opportunity to have questions answered.

Links to other policies

This policy supports/complements the following policies:

- PSHEE, Child Protection, Anti-Bullying, Confidentiality, SEN and Equal Opportunities.
- SEN Policy
- Child Protection Policy

Learning in SRE classes will link to/complement learning in a variety of subjects. This are indicated to students on the front of their work books.

Confidentiality

“Haslingden High School is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment.

Annual safeguarding training for all staff is an integral part of the school’s CPD programme”

Due to nature of the topics covered in the PSHE education programme, all teachers are made aware of the school’s guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to students.

Involvement of stakeholders

We are committed to working with parents and carers. We will make parents aware of the content of SRE lessons at Parent’s Evenings, PTFA meetings, PSHEE evening and by letter as necessary.

- Pupils are consulted via the school council
- Governors are consulted through policy review
- Parents have ready access to the policy and are invited to feedback directly to the school
- Staff have ready access to the policy and are encouraged to feedback directly to the school

Review

- The SRE Co-ordinator, in consultation with the staff, will monitor and review the SRE policy and procedures and evaluate them to ensure that the operation is effective, fair and consistent.
- The policy and procedures will be reviewed to ensure their continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff and focus groups.