

BANK VIEW HIGH SCHOOL



Bank View High School

Sex and Relationships Education Policy

Chair of Governors

Date/...../ 20.....

Review Date/...../ 20.....

Sex and Relationship Education Policy

1 Aims

To communicate clearly to staff, parents, visitors and pupils the manner in which Sex and Relationship Education will be delivered in school.

2 Introduction

- 2.1 Sex and Relationship Education is an important element in preparing pupils for adult life and is taught at Bank View High in a number of curriculum areas.
- 2.2 The school will deliver Sex and Relationship Education in a manner that reflects the ethos of the school: this being that all pupils should have respect for others, tolerance and self-discipline. In particular we teach Sex and Relationship Education in the belief that:
- 2.3 Sex Education is set firmly in the context of relationships and family values. The school recognises that only in partnership with parents can a meaningful programme be delivered:
- 2.4 The school is committed to:
 - providing basic knowledge of sexual health and human development;
 - ensuring opportunities for young people to develop social skills - in the context of meaningful relationships;
 - giving proper consideration to the exploration of values and attitudes surrounding sexual matters.
- 2.5 The school thereby aims to promote the spiritual, moral, social, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

3 Background Information

Bank View High became a Local Education Authority maintained school for pupils aged 11-17 who have complex learning difficulties some of whom are ASD. There are places for xxx pupils on role. Pupils come from all areas within the City of Liverpool. The majority of pupils have Statements of Educational Needs. There are a small number of pupils for whom English is not their first language and pupils of varying religions eg Sikh, Muslim. A high number of pupils (in the order of 60%), are entitled to free school meals.

4 Policy Formation and Consultation Process

The policy has been produced following the procedures below:

- The previous Sex Education Policy and Ofsted report was reviewed.
- Consultation took place with the school nurse.
- A speaker from PDF services in Lancashire was brought into school in May 2001 and took a workshop for parents on issues covered in the Sex and Relationship curriculum. A similar event took place in April 2004.
- A draft copy was available for parents to comment on.
- Resources were available for review and parents concerns were addressed.
- The policy was presented to the Governors in June 2001.
- Amendments made in light of comments received September 2001.
- A review of the policy was made in January 2004.
- A consultation with staff in March 2004.
- The policy was presented to the Governors in April 2004.
- Amendments made to policy April 2007.

5 Content

5.1 Sex and Relationship Education provides knowledge and encourages the acquisitions of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way. It also enables pupils to correct misinformation about Sex and Relationships.

5.2 Knowledge and Information

5.2.1 Values and Beliefs

Pupils will be encouraged to consider the importance of the following values:

- respect for themselves and others
- responsibility for their own actions
- responsibility to the family, school and wider community

5.2.2 Skills and Abilities

Pupils will be helped to develop the following skills:

- communication, including making and keeping relationships
- assertiveness
- decision making
- recognising and using opportunities to develop a healthy lifestyle

5.3 We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship
- the importance of family life
- respect for the views of other people and their sexual orientation
- sex abuse and what they should do if they are worried about any sexual matters
- HIV/AIDS, STI's and the risks of contracting them and how to prevent this
- The reasons why it is good to delay sexual activity

5.4 Topic and themes will be revisited from year to year taking account of the pupil's development and spiral curriculum concept.

A full curriculum programme is attached, see Appendix 1.

6 Teaching Approaches

6.1 A variety of teaching methods are used when teaching Sex and Relationship Education. Under the Learning and Skills Act November 2000, we have a legal duty to ensure that all pupils are protected from teaching materials, which are inappropriate. Resources must have regard for the age, religion and cultural background of the pupils concerned. Prior to the Sex and Relationship Education lesson, parents will be informed via a letter (see Appendix 3). The pupils will be given free booklets to look at in class and to take home. Information is also available to pupils in the school library. Resources used will be made available to parents to view at annual reviews etc. Individual parents can also view resources by contacting the Headteacher.

6.2 The pupils are given the opportunity to access the curriculum through reading, modelling, differentiation, videos, role-play, baby dolls, circle time, parachute games, IT, comments and suggestions box (allowing pupils to ask questions who would otherwise feel embarrassed and give a chance to say what they want to know) and flexibility in classroom management. On some occasions, outside visitors are invited into school to share experiences eg people from different life experiences and people from clinics.

7. Pupil Groupings

The majority of lessons are taught in mixed gender groups, this helps to highlight that Sex and Relationship Education is for both sexes. However, it is recognised that it is necessary for some topics to be taught to single gender groups. This will enable some pupils in particular to be more engaged in discussions (DFEE guidance). Because of the sensitive nature of Sex and Relationship Education, a copy of practical teaching strategies are available to staff from the DFEE (see Appendix 2). These cover establishing ground rules with pupils, using distancing techniques,

knowing how to deal with unexpected questions, using discussion and encouraging reflection.

8. Aims

At secondary level, Sex and Relationship Education should prepare young people for adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV; understand the reasons for having protected sex
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relations

9. Delivery

- 9.1 Sex and Relationship Education is coordinated by the PSHCE Coordinator (xxxxxxx) in consultation with the Headteacher, Science Coordinator (Mr Pearce). Delivery is through planned aspects within PSHCE (including form time), Science, RE and PE curriculum. Some aspects of the Sex and Relationship curriculum are delivered in the school's health week in June. This is a whole school approach; all pupils are off timetable and workshops on relationships, emotions and puberty delivered to the pupils by class teachers and various outside agencies.
- 9.2 In the Spring term, pupils in Years 11 & 12 watch a drama production on sexual health. Workshops are provided by the theatre in education production team as a follow up to the play.

10. Specific Issues

10.1 Confidentiality and Advice

Pupils will need to be made aware that some information cannot be held confidential and made to understand that, if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

- a) Disclosure or suspicion of possible abuse - the School's Child Protection procedures will be invoked. (See relevant Policy)
- b) Disclosure of pregnancy or advice on contraception. It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported. Free information for pupils is available in the school library.

10.2 information and guidance will always be sought from a health professional. We will always encourage pupils to talk with their parents first.

- Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so. When it is certain that the parents have been informed, the responsibility then lies with the parent(s).
- If pupils refuse to tell their parent(s), the adult should refer them to a health professional.
- The adult should report the incident to the Headteacher, who will consult with the health professional about informing the parent(s).

10.3 Personal Disclosures

Bank View High School has a Child Protection Policy procedure for dealing with child sexual abuse based on LEA guidelines and recommendations. This policy is available on request.

10.4 Complaints Procedure

Any concerns about the Sex and Relationship Education curriculum should be made to the PHSE Coordinator who will liaise with the Headteacher who may report to the Governors via the Liaison Governor.

10.5 The Role of the Parents

Parents are the key people in teaching their children about sex, relationships and growing up. It is intended that Bank View High School will work in partnership with parents, consulting them regularly on the content of Sex and Relationship Education programmes. In promoting this objective we:

- inform parents about the school's Sex and Relationship Education policy and practice
- answer any questions that parents may have about Sex and Relationship Education of their child
- offer discussion groups and resources for parents

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationship Education in the school
- encourage parents to be involved in reviewing the policy and making modifications to it as necessary eg by attending meetings
- inform parents about the best practice known with regard to Sex and Relationship Education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

10.6 Working with parents and pupil withdrawal procedures

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education provided at school. If a parent wishes for their child to be withdrawn from Sex and Relationship Education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parents in this regard. Once a pupil has been withdrawn they cannot participate in Sex and Relationship Education until the request of withdrawal has been removed. When teaching Sex and Relationship Education, we are aware of the need to be sensitive to those parents whose ethnic background, religious or other beliefs may cause them to hold reservations about such work in school.

10.7 Equal Opportunities

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

11. Outside Agencies

11.1 Outside agencies will be used to support and assist the teachers in the development of classroom-based work. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our Sex and Relationship Education programme. Other people that we call on include social workers and youth workers.

11.2 On rare occasions outside agencies may be involved in classroom based work as part of the developmental programme following discussions and negotiation. They will be required to work within the school's moral framework outlined earlier. An agency representative will need to be police vetted.

12. The Role of the Headteacher

- 12.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Sex and Relationship Education policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 12.2 The Headteacher liaises with external agencies regarding the school Sex and Relationship Education programme and ensures that all adults who work with children on these issues are aware of the School Policy and that they work within this framework.

13. Monitoring and Review

Sex and Relationship Education will be monitored and reviewed by the Headteacher, PSHCE Coordinator, RE Coordinator and Science Coordinator. A nominated Governor, will liaise with the school and the Governing Body concerning the policy. The full policy will be made available to all parents when their child enters school, on request.

14 Dissemination of the Policy

The policy has been discussed in Governors', Staff and Parents' meetings. A copy of the policy will be available in the Headteacher's office for inspection.

15 Other Policies

The following policies have an influence on this policy

- PSHCE
- Science
- Citizenship
- Gender Equality
- Equal Opportunities
- Child Protection
- Behaviour/Anti Bullying
- Drug Education policy

16. Appendices

Appendix 1	Full scheme of work
Appendix 2	Teaching strategies
Appendix 3	Letters to parents
Appendix 4	Resources

17. **Reference**

Education Act 1966: Section 404

PSHE And Sex And Relationship Education In The Statutory Curriculum A
Summary Of The Proposals, *November 2009 (MacDonald Review)*

October 2010

Date	Revision	By:

Appendix 1

Appendix 2

Sex and Relationship Education Policy

Teaching Strategies for Sex and Relationship Education

It is essential that we help our pupils develop confidence in talking, listening and thinking about sex and relationships. We may need to overcome our anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success. There are a number of teaching strategies that can help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and project learning methods and appropriate materials and encouraging reflection

Ground Rules

A set of ground rules will help you create a safe environment in which you do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed individually with each class. For example, one class worked out this set of ground rules together:

- no one (teacher or pupil) 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; and
- meanings of words will be explained in a sensible and factual way

Distancing Techniques

You can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters, appropriate videos and visits to theatre in education groups can all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment. Some of these methods are listed below under discussion and project learning.

Dealing with Questions

You should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

- If a question is too personal, you should remind the pupil of the ground rules. If the pupil needs further support, refer them to the PSHCE Coordinator or Headteacher, learning mentor or an outside agency or service;

- If you don't know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels odd for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, you should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If you are concerned that a pupil is at risk of sexual abuse, you should follow the school's child protection procedures.

Discussion and project learning

Research into what makes sex and relationship education effective shows that discussion and project learning encourages learning and is enjoyed by pupils. Pupils take part in a structured activity in which they can:

- draw on previous knowledge to develop more understanding;
- practise their social and personal skills;
- consider their beliefs and attitudes about different topics;
- reflect on their new learning; and
- plan and shape future action

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time in primary schools, case studies and project work.

Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. You can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

Appendix 3

M.A.

Sherwoods Lane
Fazakerley
Liverpool
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Email: bankview-ao@bankview.liverpool.sch.uk

Dear Parent/Carer

An integral part of the PSHCE (Personal, Social and Health Education) programme is Sex and Relationship Education. This is taught with the aim of providing pupils with the skills, knowledge and understanding to enable them to lead healthy and independent lives.

..... will be speaking to pupils in Year in mixed and single gender groups about sexual health, relationships and answering their questions and concerns.

There will be one session per week, last 40 minutes. During the sessions, pupils will be given free information booklets about the issues covered.

You might want to take the opportunity to follow up the work in school and talk to your child about these issues when they bring the booklet home.

Should you have any concerns regarding these sessions, please do not hesitate to contact me in school.

Yours sincerely

LAYLA FEENEY
Learning Mentor



EMAIL address: bankview-ao@bankview.liverpool.sch.uk
WEBSITE address: www.bankviewhighschool.com

Appendix 4

Resources

Headon production boards

Key Stage 3

Body story teen dreams Ch 4

Love talk Ch 4 (what are looking for? Do girls want love and boys sex?)

How girls get pregnant

Off limits in my experience (Just good friends, dating pressures)

Sex Education (body image, first sex, STi's) 20 mins

Changes video

Key Stage 4

Sex (Saying it for boys, saying it for girls, saying it for relationships, don't let go) - 30 mins

No worries sex education contraception

Borrow a baby - three teenagers are given a real baby to look after - 50 mins

Aids special - 25 mins

Aids education, your choice for life

Contraception (x2)