

# Leek High School

## Sex and Relationships Education Policy



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Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

## **Introduction**

At Leek High School, we understand the importance of educating students about sex and relationships, in order for students to make responsible and well-informed decisions in their lives.

The DfE's guidance, '**Sex and Relationship Education Guidance**', defines this programme as: *'Learning about physical, moral and emotional development; understanding 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 health.'*

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

## **Aims and objectives**

The sex and relationships education programme provides opportunities for students to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

## 1. Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014

## 2. Organisation of the programme

2.1. The sex and relationships education (SRE) programme will be developed by the **Director of Personal Development, Behaviour and Welfare** with the support of the **Student Welfare Group (SWG)**. The views of Teachers/trainers, students and parents/carers will be taken into account in accordance with DfE recommendations.

2.2. The majority of the programme will be delivered through the **Personal, Social, Health and Citizenship Education (PSHCE)** curriculum, with statutory aspects taught within the science curriculum.

2.3. The SRE programme is delivered according to year group.

2.4. The topics covered are:

- The detailed process of human reproduction, including the physical and emotional changes that take place during puberty and adolescence.
- About fertility, including the constant fertility of the male and the cyclical fertility of the female.
- About medical hormones and their use to control and promote fertility.
- The stages of the menstrual cycle and the emotional changes it brings.
- About fertilisation and pregnancy and the different stages involved, including foetal development in the uterus. How sex is determined in humans and the way that hormonal control occurs, including the effects of sex hormones.
- How diet and disease may affect sexual health, pregnancy and fertility.
- How drugs, including tobacco and cannabis, may affect sexual health, pregnancy and fertility.
- About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others.
- About the benefits and risks of lifestyle choices that may affect sexual health.
- The importance of the law with regard to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with.
- How high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- About the use of 'sexting' and the importance of being aware of what students post online.
- About sexually transmitted infections (STIs), including HIV and AIDS, and how they are transmitted, diagnosed and treated.

- The importance of delaying sexual activity and resisting pressure, as well as how to discuss this with partners.
- About different methods of contraception and the importance of these in preventing STIs and pregnancy.
- The responsibilities of parenthood.
- About positive characteristics in relationships, and what relationships should offer.
- The importance of monogamous and consenting relationships and the effects on physical and emotional wellbeing.
- About different types of relationships, including same-sex relationships and the different choices related to having children.
- About the features of positive and stable relationships, and the importance of these for bringing up children and family life.
- The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship.
- The breakdown of relationships and how to deal with loss, including the impact on emotional wellbeing.
- The roles and responsibilities of parents, carers and children within families.
- About LBGT+ individuals and equality and acceptance in society.
- How the media portrays others with particular consideration to body image and self-esteem.
- About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females.
- Where and how to obtain confidential advice, counselling and treatment.

### 3. Training of staff

- 3.1. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.
- 3.2. The school will ensure that Teachers/trainers receive training on the **Social Exclusion Report on Teenage Pregnancy**, and the role of an effective sex and relationship education programme in reducing the number of teenage conceptions.
- 3.3. Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

### 4. Delivery of the programme

- 4.1. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered and the cultural background of students where it is only appropriate to discuss the body in single gender groups.
- 4.2. Age appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 4.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.

- 4.4. Students will be prevented from accessing inappropriate materials when using the Internet to assist with their learning. The prevention measures taken to ensure this are outlined in the school's **Online Safety Policy** and **Acceptable Use Agreement**.
- 4.5. Teachers/trainers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 4.6. Teachers/trainers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion.
- 4.7. Teachers/trainers will answer students' questions sensitively and honestly.
- 4.8. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 4.9. Teachers/trainers will focus heavily on the importance of committed stable relationships, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- 4.10. The school understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students.
- 4.11. Teachers/trainers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND.
- 4.12. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 4.13. External agencies will be used to support the delivery of the SRE programme, but must comply with the provisions of this policy.

## 5. Working with parents

- 5.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 5.2. The school will ensure that no teachers/trainers express their personal views or beliefs when delivering the programme.
- 5.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.
- 5.4. The school respects the legal right of parents/carers to withdraw their child from all or part of the SRE programme, except for those statutory parts included in the science national curriculum.
- 5.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in **Appendix 2 – Science National Curriculum**.

## 6. Equal opportunities

- 6.1. The school understands and abides by **The Equality Act 2010**, and fully respects the rights of students and staff members, regardless of any protected characteristics that he/she may have.
- 6.2. The school is dedicated to delivering the SRE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## 7. Confidentiality

- 7.1. Confidentiality is an important component of SRE, and teachers/trainers are expected to respect the confidentiality of students as far as possible.
- 7.2. Teachers/trainers must, however, alert a **designated safeguarding lead** about any suspicions of inappropriate behaviour or potential abuse as per the school's **Safeguarding and Child Protection Policy**.

## 8. Bullying incidents

- 8.1. The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents.
- 8.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the student(s).
- 8.3. These incidents will be dealt with following the process in our **Anti-bullying Policy**.

## 9. Monitoring and review

- 9.1. This policy will be reviewed by the **Headteacher** in consultation **Director of Personal Development, Behaviour and Welfare** and the **Student Welfare Group (SWG)** annually.
- 9.2. Any changes needed to this policy, including changes to the programme, will be implemented by the **Student Welfare Group (SWG)** as directed by the Headteacher.
- 9.3. Any changes to this policy will be clearly communicated to all staff involved in delivering the SRE programme.

## Appendix 1 – Letter to parents /carers

Dear Parent / Carer,

### **RE: Sex and Relationship Education at Leek High School**

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At **Leek High School**, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the **school's** Sex and Relationship Education Policy, which can be accessed on our school website <https://lhs.ttlit.org.uk>, or in hard copy from the school office.

Though schools must provide sex and relationship education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons. Such requests should be submitted to me, and I will discuss this with you to determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading which they can complete under the supervision of a Teaching Assistant.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

P Evans

Headteacher

## Appendix 2 – Science National Curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for students to learn as they progress through the key stages.

Key stage	Students must be taught:
Key Stage 3	<ul style="list-style-type: none"><li>• That fertilisation in humans is the fusion between the egg and sperm.</li><li>• About the physical and emotional changes that take place during adolescence.</li><li>• How the foetus grows and develops.</li><li>• How the growth and reproduction of bacteria and viruses can affect health.</li></ul>
Key Stage 4	<ul style="list-style-type: none"><li>• The way in which hormonal control occurs, including the effects of sex hormones.</li><li>• The medical uses of some hormones, including the control of fertility.</li><li>• The defence mechanisms of the body.</li><li>• How sex is determined in humans.</li></ul>