

# **BISHOP'S HATFIELD GIRLS' SCHOOL**

## **RELATIONSHIPS & SEX EDUCATION POLICY**

<b>Date of last review:</b>	<b>Summer Term 2018</b>
<b>Date of next review:</b>	<b>Summer Term 2021</b>
<b>Adopted by Governors:</b>	<b>14<sup>th</sup> June 2018</b>

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

### **Aims of the relationships and sex education policy:**

- to clarify the content and the manner in which relationships and sex education is delivered in the school
- to ensure communication with parents / carers concerning all aspects of the relationships and sex education in the school

### **Arrangements for monitoring and evaluation**

Lessons on relationships and sex education will be observed in the normal programme of monitoring teaching and learning.

The policy will be reviewed every three years using the consultative process outlined earlier (Policy Formation and Consultation Process)

### **Dissemination of policy**

- policy available electronically on the school's website
- Parents / carers - a summary of this policy is contained in the school prospectus. This informs parents of their right to request a copy of the policy

### **Schools' legal obligations.**

- the sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils of secondary age
- all schools must provide an up-to-date policy which describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is the school governors' responsibility to ensure that the policy is developed and made available to parents for inspection
- Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS
- Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under national curriculum Science. The parental right of requesting their child is withdrawn from a sex education lesson may be exercised by either parent or by a person who has responsibility or care of the child. Parents do not have to give reasons for their decision; nor do they have to indicate what other arrangements they intend to make for providing sex education for their children. Parents wishing to exercise this right are asked to contact the Headteacher
- All maintained schools must provide relationships and sex education in such a manner as to encourage young people to have regard to moral considerations and the value of family life

### **Documents referred to for advice/guidance/information.**

- 'Sex and Relationship Education Guidance' DfEE – July 2000
- 'Sex and Relationship Education' National Healthy School Standard DfEE – May 2001
- 'Sex and Relationships' OFSTED - 2002
- 'Sex and Relationship Education' SIAS – March 2002
- 'From Needs to Practice - Sex Education Forum

- ‘Sex and Relationship Education’ - Hertfordshire County Council / Children, Schools and Families – August 2003
- ‘Stand up for us. Challenging homophobia in schools’ DfES / DH – 2004
- ‘Sex and relationships education scheme of work’ Standards and School Effectiveness – 2006
- ‘Study of Sex and Relationship Education for 11-16 year olds in schools in Hertfordshire – 2006’
- Extended Schools: Improving access to Sexual Health Advice Services DfES
- National Curriculum 2008
- Hertfordshire Teenage Pregnancy Strategy – 2008 - 2011

### **Relationship to other policies**

- Sex education forms an integral part of the curriculum policy, and the schemes of work for science and personal, social, health and economic education. The policy also relates to:
  - Equality
  - Confidentiality
  - Child Protection
  - Anti-bullying

### **Partnership with parents / carers (current and prospective)**

Information regarding relationships and sex education is included in the school prospectus. The prospectus informs parents/carers that they can request a copy of the school’s policy on relationships and sex education and explains the right of withdrawing a child from sex education and how to exercise it. More detailed information regarding the topics covered and materials used in Life Skills lessons is given to parents/carers through a letter sent out with the prospectus. This letter reminds parents of the right of withdrawal and of the invitation to contact the school if they would like to discuss the programme or preview the materials.

### **Complaints Procedure**

Any complaints about the relationships and sex education curriculum should be made to the Headteacher who will report to the governors.

### **What is relationships and sex education?**

Relationships and sex education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

### **The national context**

The National Curriculum (2008) has three broad aims that provide an essential context. The curriculum aims to enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to lead safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

### **Moral and Value Framework**

The relationships and sex education programme at Bishop’s Hatfield Girls’ School aims to present facts in an objective, balanced and sensitive manner, and it is set within a clear framework of values and an awareness of the law on sexual behaviour, in line with ‘Sex and Relationship Guidance’, DfES, July 2000.

We believe that the school's relationships and sex education programme plays a very important part in supporting those with parental responsibility whilst their children cope with the emotional and physical aspects of maturing, and the school helps pupils prepare for the challenges and responsibilities which sexual maturity brings. Children are receiving relationships and sex education from various sources such as the media and their friends, and the relationships and sex education programme is designed to correct any misinformation.

Pupils are encouraged to appreciate the value of stable family life, marriage and other stable relationships, and the responsibilities of parenthood. They are helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They are enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters.

### **The location of relationships and sex education in the curriculum**

Relationships and sex education is delivered mainly through Life Skills, Personal Wellbeing and Science lessons. However, all aspects of the curriculum which lead young people to have a sense of their own worth, a belief that they have some control over their lives and the confidence to act responsibly, contribute to relationships and sex education. It is inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. Teaching staff will ensure that this discussion is relatively limited and set within the context of the subject concerned and all teaching staff are familiar with the school's policy regarding relationships and sex education.

The relationships and sex education programme at Bishop's Hatfield Girls' School aims to provide pupils with knowledge, skills and an understanding of attitudes and values around sexual health, enabling them to make healthy, informed, responsible choices about their relationships, sexuality and sexual behaviour, whilst increasing their self-esteem.

### **What does SRE involve?**

The three key elements are:

- Developing positive attitudes and values that support self-esteem and wellbeing
- Gaining the personal and social skills necessary for emotional development, interaction with others, active participation in society and the ability to make informed and responsible choices
- Acquiring relevant and age-appropriate knowledge.

Careful co-ordination ensures that the content of lessons and approaches used are appropriate to the needs, ability and ages of pupils. Relationships and sex education forms part of a spiral curriculum - one in which topics are revisited as part of a developmental programme to enable pupils to build upon prior learning.

### **Ethnicity**

Teachers need to be aware of the religious traditions, marriage rules and other kinds of relationship arrangements established in different cultures. Teachers requiring information should refer to the Life Skills Co-ordinator or the teacher in charge of Religious Education.

## Programme of Study relating to RSE provision – PSHE:

### Personal Well-being

**KS3 and KS4 Key concepts** (non-statutory). Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding

#### 1.1 *Personal identities*

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

#### 1.2 *Healthy lifestyles*

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
- c) Dealing with growth and change as normal parts of growing up.

#### 1.3 *Risk*

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

#### 1.4 *Relationships*

- a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b) Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c) Understanding that relationships can cause strong feelings and emotions.

#### 1.5 *Diversity*

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and unfair discrimination must be challenged at every level in our lives.

<b>Personal Well-being</b>	
<b>Key processes</b> - these are the essential skills and processes in personal wellbeing that students need to learn to make progress.	
<b>KS3 (non-statutory)</b>	<b>Additionally for KS4 (non-statutory)</b>
<p><b>2.1 Critical reflection</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>a) reflect critically on their own and others' values</li> <li>b) reflect on personal strengths, achievements and areas for development</li> <li>c) recognise how others see them and give and receive feedback</li> <li>d) identify and use strategies for setting and meeting personal targets in order to increase motivation</li> <li>e) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour</li> <li>f) develop self-awareness by reflecting critically on their behaviour and its impact on others.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>a) reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure</li> <li>b) identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals</li> <li>c) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them</li> </ul>
<p><b>2.2 Decision-making and managing risk</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>a) use knowledge and understanding to make informed choices about safety, health and wellbeing</li> <li>b) find information and support from a variety of sources</li> <li>c) assess and manage the element of risk in personal choices and situations</li> <li>d) use strategies for resisting unhelpful peer influence and pressure</li> <li>e) know when and how to get help</li> <li>f) identify how managing feelings and emotions effectively supports decision-making and risk management.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>a) use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary</li> <li>b) find and evaluate information, advice and support from a variety of sources and be able to support others in doing so</li> <li>c) assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so</li> <li>d) use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help</li> <li>e) identify how managing feelings and emotions effectively supports decision-making and risk management.</li> </ul>
<p><b>2.3 Developing relationships and working with others</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>a) use social skills to build and maintain a range of positive relationships</li> <li>b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences</li> <li>c) use the social skills of communication, negotiation, assertiveness and collaboration</li> <li>d) value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</li> <li>e) challenge prejudice and unfair discrimination assertively.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>a) use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations</li> <li>b) work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration</li> <li>c) demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and unfair discrimination assertively and safely</li> <li>d) explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.</li> </ul>

## Science

During Key Stage 3, the teaching and learning involves answering the following questions:

- How do animals reproduce sexually?
- What do the male and female reproductive systems do?
- How does sexual intercourse result in fertilisation?
- How can Science assist fertilisation?
- What happens during the menstrual cycle?
- How does the foetus develop during pregnancy?
- How can a mother care for a developing foetus?
- What happens during and just after birth?
- What are puberty and adolescence?

By the end of Key Stage 4 pupils will be able to:

- Describe the way in which hormonal control occurs, including the effects of the sex hormones
- Describe how gender is determined in humans
- State some examples of contraception
- Explain how hormones are used in contraception
- Evaluate different methods of contraception
- Give examples of reasons for infertility
- Explain how hormones can be used to treat infertility
- Discuss the issues surrounding fertility treatments.

## Differentiation

Differentiated teaching is important and the needs of all pupils are considered when teachers plan/adapt schemes of work and lesson plans.

## Teaching and learning styles

Teachers use a wide variety of teaching styles in order to provide as many different learning experiences as possible. Before deciding upon the teaching method to be used, the learning objectives for the session are identified and the methods selected should be the most appropriate way of achieving the objectives. Research has shown that SRE needs to be taught using active and experiential learning and the Life Skills team receives training to ensure they feel confident about using active learning methods. Teaching groups receiving relationships and sex education as part of the Life Skills programme are given time to develop an appropriate environment, a trusting relationship and well established patterns of communication before embarking on SRE. All groups will have established clear ground rules. In relation to relationships and sex education the ground rules will include:

- no one will have to answer a personal question
- personal questions aimed at embarrassing another will not be allowed
- no one will be forced to participate in a discussion
- only the correct names for body parts will be used and if slang words are mentioned they will be explained
- meanings of words will be explained clearly and factually
- respect for differences between pupils will be maintained

As well as receiving information, pupils are given the opportunity to explore their own and other people's values, attitudes and behaviour. Opportunities are also provided for them to learn and practise a range of personal and interpersonal skills.

Methods/techniques used include:

- Sharing ideas
- Discussion
- Listening exercises
- Audio/visual materials
- Case studies and scenarios
- Role play
- Questionnaires and quizzes
- Trigger drawings/photographs
- Values continuums
- Theatre in education

For more detailed information regarding teaching and learning styles please refer to the Life Skills' handbook.

### **Delivery of the programme**

Co-ordinators responsible for planning, implementation and review of the programme:

Subject Leader for Life Skills

Teaching and Learning Leader for Science

### **Staff teaching relationships and sex education:**

Years 7 - 13 Life Skills team

Years 7, 10 and 11 Science team

Year 12 Biology Team

Male teaching staff would only deliver relationships and sex education within Life Skills lessons if both they and the teaching group were comfortable with this arrangement. If not, a female teacher would deliver the session.

In Science, the topics listed above will be taught by either a male or female Science teacher.

### **Groupings**

Life Skills - Pupils are taught in form groups in Years 7 and 8 and in banded groups in Year 9, 10 and 11.

Science - Pupils are taught in bands at Key Stage 3 and ability sets at Key Stage 4.

### **Selection of teaching materials**

In order to ensure that the teaching materials used are appropriate, the following checklist should be used when selecting/reviewing materials:

- is it likely to appeal to its proposed audience?
- is it up-to-date?

- is it age appropriate?
- does it take into account the pupils' cultural backgrounds?
- does it show sufficient images of individuals with different physical abilities?
- is it consistent with our agreed policy, aims and objectives?
- does it fit in with our existing style (materials and methodologies) of health/relationships and sex education?
- do we feel it is appropriate for the needs of our pupils in terms of language and images, attitude and knowledge required?
- does it patronise or respect its audience?
- does it enable us to take pupils' emotional and intellectual readiness into account and link this to new learning?
- does it avoid racism, sexism and forms of stereotyping?
- could the resource be adapted or extended to suit the needs of our pupils?
- do we feel comfortable about using this resource?
- do we feel there is an undue bias in this resource?
- is it factually correct?
- will any staff training be needed?
- is it well designed, flexible, durable, easy to use and store?
- does it conform to the legal requirements for relationships and sex education?

### **Identifying the pupils' needs:**

Feedback from pupils regarding their learning needs is obtained from:

- Questionnaires / evaluation sheets
- Discussions

This information then helps us to identify:

- their current concerns
- their existing skills and knowledge

and enables us to deliver appropriate, planned programmes of study.

### **Identifying staff needs:**

Evidence includes:

- personal review and development plans
- discussions at regular meeting times.

### **Training and support for teachers:**

Information and support is also obtained from the school nurse and the Family Planning Association.

Support for teachers involved in delivering relationships and sex education is provided by other members of the Life Skills team. In-service training can be provided to support their work in SRE.

### **Monitoring effectiveness of the Relationships and Sex Education programme**

Pupils and staff are involved in evaluating SRE provision through:

- Discussion
- Completion of evaluation sheets

## External agencies

In some situations we have found that it is appropriate to involve external specialists to support teacher's classroom work as they can provide a wide range of information and experiences. These contributions are an integral part of the school's planned relationships and sex education programme. Both teachers and external specialists are clear about the purpose of the session and what is expected of them as materials, content, style of delivery, preparation and follow-up work are discussed before the session takes place. External specialists are only invited in:

- if the school has previous experience of the specialist, either first hand or by repute
- if the specialist is familiar with the school's policy about relationships and sex education
- the specialist shares the school's values and approach to relationships and sex education
- the specialist's contribution is consistent with the schools own practice

The teacher must be able to supplement knowledge, clarify areas of uncertainty and discuss reactions at later sessions and must remain with the class during the session. Pupils are expected to take some responsibility for the guest during the visit, including meeting, greeting and thanking him/her and pupils are prepared for this during Life Skills lessons. Members of staff must check that the visitor reports to the Main Office to sign in/out. Staff should also inform the Headteacher of any visitor to the school prior to the visit actually taking place.

## Specific issues

Contraceptive 'advice', information and referrals to under 16s

Teachers can provide education about different types of contraception and places from where they can be obtained either in a group or on an individual basis. They can also provide all pupils with information about where and from whom they can receive confidential advice and treatment. However, particular care must be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. If a teacher is approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour then the teacher should encourage the pupil to seek advice from her parents, and, if appropriate, from the relevant health service professional. The teacher should not give advice to the pupil because teaching staff do not have the particular expertise to do so.

If pupils have been withdrawn from relationships and sex education by their parents, then staff are not entitled to give, and the child is not permitted to receive, instruction or advice concerning these matters. However, the teacher can suggest where they could go to seek such confidential advice and counselling. Giving information as to where advice and counselling could be lawfully obtained does not constitute relationships and sex education.

## Confidentiality

Teachers must not promise absolute confidentiality to pupils. If there is a disclosure or suspicion of possible abuse then the school's child protection procedures will be invoked and staff must pass this information on to the senior member of staff responsible for child protection. For more detailed guidance members of staff should refer to Appendix 16 in the Staff Handbook - 'Confidentiality Guidelines'.

## **Explicit/controversial issues**

### ***Answering questions.***

There may be occasions when individual pupils raise an explicit or controversial issue and in such cases the options available are:

- to deal with the question in front of the whole class
- to discuss the issue with the pupil individually
- to defer answering and discuss the pupil's concerns with the parents to see how they would wish the matter to be dealt with
- to postpone answering until they have had a chance to consult with the Life Skills Co-ordinator

The school believes that individual teachers must use their skill and discretion in these situations and they must always refer to the Life Skills Co-ordinator if concerned.

### ***Sexual identity and sexual orientation***

The relationships and sex aspect of the Life Skills programme makes pupils aware of the diversity of human sexuality and pupils are taught to respect diversity. Staff will deal with homophobic bullying according to school policy.



<p>Assertiveness  Decision making  Physical and emotional changes at puberty  Relationships - friendship, parents, dating  Resolving conflict.  Influence/pressure - resisting pressure  Managing risk  The legal situation regarding sexual relationships  Sexuality  Sexual intercourse  Contraception - information about types of contraception, their availability and how to access them  Sexual health including emotional well being and sexually transmitted infections including HIV/AIDS  Sources of advice/support  Unplanned pregnancy  What it means to be a teenage parent</p>	
<p style="text-align: center;"><b>Year 10</b></p> <p><b>Life Skills, Personal Well-being</b>  Respect, valuing themselves and others  Understanding and sensitivity towards the needs and views of others  Responsibility for their actions  Communication skills  Assertiveness  Decision making  Alcohol in relation to risk taking, unplanned/unprotected sexual intercourse  Sources of advice/support</p> <p><b>Science:</b>  Hormones involved in reproduction  Main stages of the menstrual cycle  Contraception  Infertility and issues surrounding fertility treatments.</p>	<p>OCR Gateway GCSE Biology –  <i>J Locke</i>(2016) OUP</p>
<p style="text-align: center;"><b>Year 11</b></p> <p><b>Life Skills, Personal Well-being</b>  Contraception - information about types of contraception, their availability and how to access them  Sexual health - including emotional well-being and sexually transmitted infections including HIV/AIDS  Breast and testicular cancer  Sources of advice/support</p> <p><b>Science:</b>  Cloning ( stem cells and organ replacement)  Sexually transmitted diseases including Chlamydia, Gonorrhoea, Genital herpes HIV, Cervical cancer from HPV</p>	<p>OCR Gateway GCSE Biology –  <i>J Locke</i>(2016) OUP</p>
<p style="text-align: center;"><b>Years 12 &amp; 13</b></p> <p><b>Science</b>  Animal Cloning</p>	