



# LONGHILL

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HIGH SCHOOL

## Sex and Relationships Education (SRE) Policy

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## LONGHILL HIGH SCHOOL

### SEX AND RELATIONSHIPS EDUCATION POLICY

#### Philosophy and Purpose

At Longhill SRE is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work with parents and carers to ensure a shared understanding of SRE and to deliver an effective programme that meets the needs of our students.

"SRE supports and promotes our pupils' spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life."  
*Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.*

At Longhill, SRE is taught within a clear moral framework in which pupils are encouraged to consider the importance of self restraint, dignity and respect for themselves and others. We feel students have the right to unbiased, clear information which is necessary to make informed decisions about their sexual behaviour and the consequences of those behaviours which are considered to carry risks.

#### SRE Aims

The overall aims of sex education at Longhill is to prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- 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.
- Be aware of their sexuality and understand human sexuality.
- Recognise the place of sex in the development of emotional and personal relationships and to show the benefits and responsibilities of a stable and loving relationship.
- Understand the consequences of their actions for themselves and others and behave responsibly within sexual and pastoral relationships.
- Know how the law applies to sexual relationships.
- 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.
- Access confidential sexual health advice, support and if necessary treatment.
- Be informed about the responsibilities and pleasures of parenthood and family life.

#### Content

SRE at Longhill is taught as part of PSHE and in the RE curriculum and also as part of National Curriculum Science. It begins in Year 7 and develops throughout Years 8, 9, 10 and 11, and is taught by specialist PSHE and Science teachers who have opportunities for training to teach sex education. SRE is taught to

students in mixed ability tutor groups in Year 7 and then the mixed ability groupings in PSHE and RE which complements the setting arrangements in Science. The vast majority of lessons are mixed sex but there may be a few occasions where single sex lessons are deemed as more appropriate.

## **PSHE**

As part of PSHE, SRE is delivered in such a way as to foster a range of personal, social and moral values and attitudes which will enable young people to lead healthy and fulfilled lives. The contents of the PSHE programme have been drawn from National Curriculum 2008.

The programmes of study are appropriate to age, ability and gender.

(see appendix)

## **Science**

The Science curriculum covers the biological aspects.

At Key Stage 3 issues surrounding basic human reproduction including puberty are studied.

Fertilisation and genetics are also covered.

At Key Stage 4, students cover the menstrual cycle, the use and implications of using hormones to control fertility and genetics.

**The SRE programme includes elements of the statutory science curriculum. Parents/carers are not able to withdraw their children from National Curriculum science.**

## **RE**

In the Year 10 and 11 RE syllabus: sex before marriage, contraception and abortion are covered; looking at the issues from various religious viewpoints.

## Co-ordination of SRE

SRE is co-ordinated by the Head of PSHE. S/he is responsible for the overall planning, implementation and review of the programme. S/he monitors the planning and delivery of content, provides appropriate resources, offers guidance and support in the delivery and assessment of SRE. In line with other curriculum areas s/he will endeavour to keep up-to-date with materials and guidance for SRE. S/he may lead, organise or inform staff and the wider school community of training and current issues. S/he liaises with external support agencies, (e.g. PSHE Advisory team) to encourage consistency and understanding in the school's SRE programme.

## Differentiation and Entitlement

At Longhill we are committed to working towards equality of opportunity in all aspects of school life. 'SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives' DfES SRE Guidance, 2000.

## Special Educational Needs and learning difficulties

Our students have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we aim to ensure that all students are properly included in SRE.

Some students with SEN (Special Educational Needs) may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These students in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of students with SEN or learning difficulties. Activities that increase the student's assertiveness, communication and relationship skills, their self esteem and understanding will be used where appropriate and active learning methods will be adopted where possible.

## Religion and Ethnicity

At Longhill we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We try to use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We realise that students and adults may hold very different religious and cultural beliefs about SRE. We encourage consultation and discussion with students, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our SRE policy and programme.

Whilst we will always try and work with parents we accept that parents can exercise their right to withdraw their child from SRE outside the National Curriculum Science.

## Teaching and Learning Strategies

A variety of teaching and learning styles enable students to achieve our overall stated aims. The teaching and learning styles vary greatly from didactic methods relating to relaying factual knowledge, to the more student centred approaches when concerned with values, attitudes and behaviour. Within PSHE lessons, the classroom climate is based on an agreed set of ground rules, designed to encourage respect for others and an open and supportive environment, to enable students to discuss sensitive issues without embarrassment and to respond to each other with a considerate and tolerant approach.

## Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the SRE aims and objectives. They include those available from the Health Promotions Unit, the Advisory Service, and other suitable materials collected by the school. Resources are available for parents and governors to see on request.

## Specific Issues

We recognise that specific issues for teachers, students, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of SRE. Teachers and all those contributing to SRE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

A school preparing students for modern life tackles topics such as the issues of contraception, sexually transmitted infections, services available, homosexuality, HIV/AIDs and abortion. We believe that we are able to deliver our legal and moral responsibilities effectively and within the framework of moral considerations and the positive aspects and values of family life and relationships.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the Head of PSHE, the Head of Science or outside agencies. Staff delivering SRE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

## Confidentiality

Longhill is committed to acting in the best interest of all the individuals within our school community. Students will be reminded about the confidentiality issues and in PSHE this is used as a part of the ground rules discussed at the beginning of the module. They will be told that teachers cannot keep confidentiality. They will be warned that the lessons may give rise to sensitive and challenging material, but that the well being of students in the class should be protected through being discrete and confidential.

Students will be advised to speak to their parents/carers about these issues if they can.

Students will be informed of sources of confidential help, such as councillor, school nurse (in a one-to-one setting), doctors and local organisations.

It is recognised as inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. Teachers will be expected to draw upon their professional judgement and common sense to deal effectively with such occurrences in line with Longhill's Sex and Relationship policy and child protection guidelines. The governors at Longhill recognise that teaching SRE can lead to student disclosures, each individual case will be looked into with consideration of that young person. The teacher will exercise professional judgement in considering whether or not to take the matter to the delegated person – Ms Barton or in her absence Mr Stride. These members of staff will in turn use their professional judgement in dealing with the matter, with the young person's welfare being paramount.

Teachers are advised not to give individual advice on contraception, however students may be referred to trained staff/recognised outside specialist support agencies.

### **Contraceptive and Sexual Health Services (CASH) and guidance for students outside of the sex and relationship curriculum**

As an integral part of the PSHE education curriculum, students will be made aware of confidential sources of information as outlined above. These confidential sources of help will include help-lines, websites, local young person's advice centres and local sexual health services. In this way students

will be empowered to access support services, including sexual health advice and treatment if they require it. Many of these support services are also listed in the students' diaries.

This school recognises the challenges of growing up and making positive and healthy decisions about relationships and so wants to provide as much support as possible to all students; whatever their sexual orientation. There is a variety of support available to students in years 9-11 during and after the school day and this includes access to condoms, pregnancy testing and Chlamydia screening. Condoms will be provided through the city wide C-Card scheme. This service is provided by the school nurse with support from the Connexions Intensive Personal Adviser.

Research shows that this type of provision does not encourage sexual activity; when engaging with students, adults will remind them that 16 is the legal age of consent for all and encourage students to think carefully about when they might want to engage in sexual activity (the delay approach). The purpose of the CASH is to further support meet the needs of students and contribute to a reduction in teenage pregnancy and STI rates.

#### **Key Stage 4 students with entitlement to off-site provision**

Some students in key stage 4 will receive some of their education in settings other than in school. As part of the personal and social development aspects of these off-site programmes students may receive sex and relationship education and be able to access sexual health services such as condoms.

#### **School nurse**

The school nurse supports the delivery of some sex and relationship education lessons and provides a twice weekly drop-in for any student who wishes to discuss a health-related matter and also delivers small group work. The school nurse is able to provide condoms through the C-Card scheme, do pregnancy testing, Chlamydia screening. The school nurse works under a professional code of conduct and will share information in the best interests of the young person. Information will be shared with parents / carers or the school with permission from the young person.

Parents/carers receive a letter in the enrolment pack informing them that the school nurse may ask to see their child and to notify the school if they do not wish their child to be seen. However, students can themselves visit the school nurse for health related matters.

#### Visitors

To enhance the SRE curriculum visitors may be invited into school, eg GUM nurses from the Claud Nichol Clinic and HIV/AIDS. They work with the teacher present and with the content being previously discussed. Visitors always complement the SRE work.

As part of our PSHE Delivery, we will be offering sessions on local support services and the National Chlamydia Screening Programme in Partnership with our local NHS Provider, Sussex Community Trust. These sessions will offer all students the opportunity to partake in free and confidential Chlamydia screening through the national programme. This is provided as part of wider education supporting students to look after their health and develop positive skills and attitudes related to accessing services.

Most young people do not become sexually active before the age of 16 and all sessions will be delivered within a framework of normative approaches, reminding young people that the legal age of consent for sexual activity in the UK is 16 and encouraging students to explore attitudes surrounding peer pressure, media influence and making positive decisions about relationships. Research shows that this type of provision does not encourage sexual activity. The purpose of this programme is to support young people to start making healthy choices around their health, understand what to expect from screening and help them to engage with local health services, in a supportive environment.'

### Liaison with Parents and Carers

Longhill would like to share responsibility with parents and carers in the delivery of SRE. We hope that good communication and sharing our philosophy, aims and purpose of SRE will enable parents/carers to support our SRE programme.

We will use the school newsletter to inform parents and carers of when the various modules are being delivered and the content of that particular module.

Parents have the right to withdraw their children from any or all parts of the SRE lessons other than those elements required by NC Science. Syllabuses and resources are available for parents to look at. Any such requests should be made in writing and sent to the Headteacher.

If any further details are required please contact the SRE co-ordinator.

## APPENDIX

### Sex and relationships education at Longhill programme of study

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<ul style="list-style-type: none"> <li>• Physical and emotional changes at puberty, including questions and answers about puberty and sexual health</li> <li>• Menstruation</li> <li>• Personal hygiene</li> <li>• Body image – differing maturation rates and emotional health and well being</li> <li>• Sexuality – feeling different</li> <li>• Friendships – what makes a good friend?</li> <li>• Family – what is family? Family roles. Coping with divorce and separation</li> <li>• HIV - a basic introduction focusing on aetiology, transmission and children with AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual organs – vocabulary and functions</li> <li>• What is sex? - sexual feelings and peer pressure</li> <li>• Advantages and disadvantages of becoming sexually active</li> <li>• Conception and reproduction</li> <li>• Sexuality – friendships, trust and intimacy</li> </ul>	<ul style="list-style-type: none"> <li>• Conception – questions and answers</li> <li>• Teenage pregnancy</li> <li>• Contraception – different types and where to go for advice.</li> <li>• STIs – chlamydia (aetiology, symptoms and treatment) and safe sex</li> <li>• Condom skills – how to use a condom correctly</li> <li>• Sexuality – what is sexuality? Stereotypes and homophobia</li> <li>• Body image – the influence of the media and culture on emotional health and well being</li> </ul>

<u>Year 10</u>	<u>Year 11</u>
<ul style="list-style-type: none"> <li>• STIs – Facts about the 6 most common STIs. Including questions and answers</li> <li>• Accessing local sexual health services</li> <li>• Visit by local G.U.M. nurses from the Claud Nichol Clinic</li> <li>• Emergency contraception</li> <li>• Safe sex – developing negotiation and assertiveness skills. Condom skills revisited</li> <li>• Alcohol and sex – risk taking behaviour</li> <li>• Sexuality – sexual identity and orientation and their impact on lifestyles</li> <li>• Sexual relationships – feelings, values, managing relationships and rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• HIV/AIDS – dispelling myths, facts, assessing risk and safe sex</li> <li>• Visit by HIV+ speakers from Terrence Higgins Trust</li> <li>• Abortion – exploration of legal and moral issues</li> <li>• Sexual relationships – developing communication skills around sex.</li> <li>• Sexuality – understanding the power dynamics of prejudice and discrimination in society and in relationships with regard to sexism and homophobia</li> <li>• Parenting – roles and responsibilities; the needs of children</li> <li>• Family – problems (divorce, abuse, domestic violence, loss, unemployment) Information about statutory and voluntary organisations that support relationships in crisis</li> </ul>