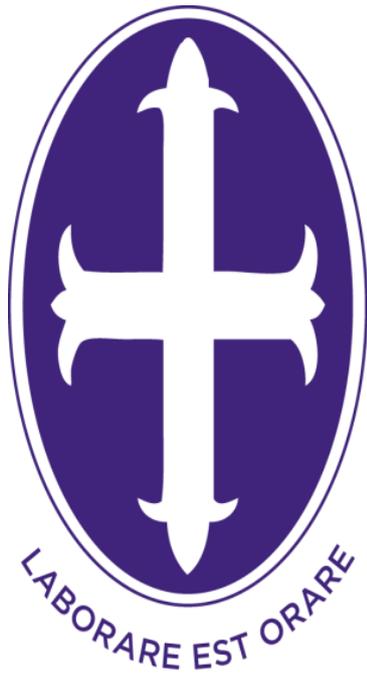


**ST HILDA'S**  
CE HIGH SCHOOL

## **RELATIONSHIP AND SEX EDUCATION POLICY**

Date Policy prepared: November 2017  
Governor Committee: Curriculum  
Policy agreed by committee:  
Date ratified by governing body: 16<sup>th</sup> November 2017  
Policy reviewed by: AS/CO'N  
Date for next review (annual/2 yearly ): 2 yearly Sept 2019

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# ST HILDA'S

## CE HIGH SCHOOL

VALUE		THE POLICY		
Wisdom	Hope	Community	Dignity	Equality
<p>We aim to develop excellent standards of performance and conduct to deliver excellence in all that we do.</p> <p>The policy is designed to: a) help establish the high standards we require: b) help colleagues maintain these standards: c) ensure colleagues understand the process if the standards are not met;</p> <p>A key principal is to prevent and correct rather than punish, to be achieved through support and guidance wherever reasonable in the circumstances.</p> <p>The guiding principal of the policy is to treat each other fairly and reasonably, with respect and courtesy at all times, no matter what the circumstances, consistent with our values.</p>				

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# **RELATIONSHIP AND SEX EDUCATION POLICY**

## **BACKGROUND INFORMATION**

St Hilda's CE High School is a co-educational school. At present, there are over 800 students on the school roll. The students come from the residential areas across Liverpool and reflect the wide social, ethnic and religious nature of these areas. The school has over 50 feeder primary schools.

St Hilda's CE High School believes that the Christian values and our ethos underpin all aspects of teaching and learning of SRE. The values and vision of the school is that everyone are God's children and made in God's image. The fundamental aspects of teaching and learning of RSE within this Christian school is to foster the importance of empowerment, acceptance of everyone and develop skills to stay safe in all aspects of a person's life.

## **AIMS OF SEX AND RELATIONSHIP EDUCATION**

St Hilda's CE High School believes that relationship and sex education is an education entitlement of all students and an integral part of each pupil's emergence into adulthood. We aim to:

- provide information for young people and their parents
- meet the needs of all students whatever their developing sexuality
- encourage young people to make responsible decisions about the relationships they form with others
- develop skills of assertiveness and communication
- explore feelings and attitudes such as love, consent, anger, trust, respect, sadness and grief
- help young people to examine their own attitudes and values and to ask questions in a safe, educated environment
- foster self-esteem, positive self image and confidence which are important aspects of decision making behaviour.

The aim of this policy is to clearly communicate to staff, parents, carers, visitors and students the manner in which sex and relationship education will be delivered in this school.

Other school policies which have relevance to relationship and sex education are:

- PSHE/Citizenship

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- Equal Opportunities
- Behaviour/Anti-bullying
- Child Protection
- Teaching and Learning
- Special Needs
- Drug education
- SMSC

## **MORAL AND VALUES FRAMEWORK**

Students will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- respect and valuing themselves and others
- understanding and sensitivity towards the needs and views of others
- responsibility for their own actions
- responsibility to their family, the school and the wider community
- equality in relationships
- dignity in the way that we conduct ourselves

## **EQUAL OPPORTUNITIES**

St Hilda's CE High School is committed to working towards equality of opportunity in all aspects of school life.

All resources and methods have been checked against the following equal opportunities criteria as stated in 'Sexuality and Relationships' Resource list, HEA.

- Is it likely to appeal to its proposed audience?
- Is it consistent with your agreed policy aims and objectives?
- Does it fit in with your existing style (materials and methodologies) of health/sex and relationships education?
- Do you feel it is appropriate for the needs of your students in terms of language and images, attitude, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it enable you to take students emotional and intellectual readiness into account and link this to new learning?
- Does it avoid racism, sexism and other forms of stereotyping?
- Could the resource be adapted or extended to suit the needs of your students?

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- Do you feel comfortable about using this resource?
- Do you 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 confirm to the legal requirements for sex and relationships education?

## **CONTENT**

Relationship and sex education provides knowledge, and encourages the acquisition of skills and attitudes, which allow students to manage their lives in a responsible healthy way. The following topics will be included in the programme:

### **Key Stage 3 :**

Puberty, personal hygiene, personal safety (exploitation), friendship and love, family life and relationships, gender issues, conception and birth, contraception, HIV/AIDS, safer sex, support organisations, sex and the law (including forced marriages, FGM, consent), life stages.

### **Key Stage 4 :**

Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV/AIDS, sexual lifestyle, contraception, support organisations, prejudice and stereotyping, different faiths and cultures, sex and the law (including forced marriages, FGM, consent),

### **Key Stage 5:**

Healthy romantic relationships, marriage (traditional and modern, cohabitation, arranged and forced marriages), pregnancy, abortion, teen parent challenges, contraception, STIs (HPV, PID), emotional and psychological effects of STIs, sexual offence and abuse (human trafficking).

Year	Learning
7	Puberty (FGM covered) Sexting Expect Respect (Relationship Violence)
8	Positive relationships Students learn about influences on self-image and behaviour Expect Respect (Relationship Violence) Exploited CEOP
9	Sexual Health, Sex and Contraception Expect Respect (Relationship Violence)
10	Exploring Relationships Expect Respect (Relationship Violence) Sexual Exploitation
11	Safe Sex Relationship Sexual Exploitation
12	Pregnancy choices and decision making Expect Respect (Relationship Violence)
13	Parenting Disrespect nobody Teenage abuse – consent – sharing sexual images

## ORGANISATION

Relationship and Sex education is co-ordinated by the Head of PSHE, but some RSE is undertaken within the Science lessons. The Head of PSHE is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- planned aspects within the Science, PSHE and Religious Education curricular
- addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the relationship and sex education programme and therefore not subject to the parental “right of withdrawal”.

A variety of teaching approaches are used to:

- provide students with relevant information
- enable moral issues to be explored through discussion
- acquire appropriate skills

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Details can be seen in the scheme of work.

Students are taught in mixed ability groups in RS, as well as examined groups in Science. In addition to weekly PSHE sessions in tutor groups.

A wide range of teaching resources are available to teachers and for inspection by parents through the Head of Departments.

With regard to relationship and sex education it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved and will be supported through an in-service training programme. All staff are requested to teach within the school's value framework as outlined and not allow their personal beliefs and attitudes to influence the teaching of Sex and Relationships Education within the PSHE framework.

## **SPECIFIC ISSUES STATEMENTS**

The following issues may occur as part of relationship and sex education. Staff, parents and students need to be aware of the school's procedures.

### **Confidentiality and advice**

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

### **Disclosure of suspicion of possible abuse**

The school's child protection procedures will be invoked. See relevant policy.

### **Disclosure of pregnancy or advice on contraception to under 16s**

It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Information and guidance will be sought from a health professional. The school will always encourage students to talk with their parents first. Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). It will need to be checked.

If students 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 and Pastoral Deputy Head about informing the parent(s).

## **ROLES AND RESPONSIBILITIES**

### **The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from PSHE and/or SRE lessons.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the PSHE lessons on RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of PSHE and Deputy Head teacher Pastoral.

### **Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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### **Working with parents and student withdrawal procedures**

The school is committed to working in partnership with parents. Section 4 of the 1996 Education Act parents have the right to withdraw their children from all or part of the sex and relationship education programme outside the National Curriculum. Parents wishing to exercise that right are asked to make an appointment with the Head of PSHE or the Head of Science to discuss their concerns. Once a child has been withdrawn they cannot take part in later sex and relationship education without parental approval. All parents will be made aware of the RSE programme of study through the PSHE twitter account and the school website.

### **Working with outside agencies**

The school is committed to working in partnership with outside agencies. The school has strong links with Brook Advisory Services, Young Addaction and So to Speak. Brook Advisory Services hold a fortnightly outreach service in the school for key stage 4 and 5 students. Brook Advisory Service promote this outreach service through an assembly for all Year 10 students annually. In addition to the outreach service, Brook Advisory Service hold a Brook bite size workshop for year 9.

Young Addaction provide outreach and workshop for students who have been identified as 'at risk of legal and illegal drug taking'.

Through assemblies with outside speakers, the school provides information to students on legal highs, homophobia and drug and knife crimes within Liverpool.

Outside agencies will be used to support and assist the teachers in the development of the classroom based work. On rare occasions outside agencies may be involved in classroom based work as part of the planned developmental programme following discussion and negotiation. They will be required to work within the school's moral framework outlined earlier.

### **Complaints procedure**

Any complaints about the relationship and sex education curriculum should be made to the Pastoral Deputy Head who will report to the governors via the link governor.

### **HIV/AIDS, Contraception, Abortion and Sexuality**

As part of the sex and relationship education programme issues of HIV/AIDS, contraception, abortion and sexuality are addressed. Facts are presented in an objective and balanced manner, with students being encouraged to consider their

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attitudes and values within the moral framework outlined earlier. They will be made aware of the difference between fact, opinion and religious belief.

### **Family life**

The value of family life is an important aspect which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

### **HIV/AIDS policy**

The school follows the procedure outlined by the City Council with regard to supporting students or staff infected or affected by HIV/AIDS.

### **DISSEMINATION OF THE POLICY**

A summary of this policy is included in the school prospectus. The full policy and curriculum programme are available to parents, the LA and OFSTED on request through the Head teacher, Head of PSHE and Head of Science.

### **EVALUATION, MONITORING AND REVIEW**

Elements of sex and relationships education within the Science curriculum will be formally assessed by the Science department, as well as assessments being taken within the PSHE lessons.

The sex and relationships education programme will be monitored by Head of PSHE.

The nominated governor for Life Skills is the Curriculum link governor who is the link between the school and the governing body.