



Birkenhead High School Academy

Sex and Relationship Education Policy

This policy should be read in conjunction with other related policies including Equal Opportunities for Students and Gender Equality.

Background

'Sex and relationship education involves lifelong learning about physical, moral and emotional development. It is about the understanding of 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 sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements: attitudes and values; personal and social skills and knowledge and understanding.' Sex and Relationship Education Guidance 2000.

(DfE are out for consultation on new SRE guidelines 2018)

Principles

Birkenhead High School Academy is committed to help ensure that the health, safety and wellbeing of all students and staff assumes the highest priority. This care and commitment is particularly evident in our policy on sex and relationship education. We fully support the Every Child Matters legislation which is reflected in this policy and in which we will help to ensure that our students stay safe and healthy in their personal and family lives, as well as in school.

To help ensure that our ethos and teaching is consistent with the formation of healthy pupils we will:

- Adopt a whole-school approach.
- Involve parents and carers.
- Listen and respond to pupils' views.

Aims

Through a carefully developed programme of activities in several curriculum areas, using a variety of approaches, pupils will develop their knowledge, understanding and skills which will empower them to:

- Make responsible and well-informed decisions about their lives.
- Understand their spiritual, moral, cultural, physical and mental development.

- Sensitively relate to a wide range of people and be able to empathise with and support them as necessary.
- Have a sense of their own personal worth and that of others.
- Communicate their feelings, aspirations and needs appropriately and sensitively.
- Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices.
- Have the self-confidence and skills to assert their own independence and choice, particularly with regard to peer pressure.
- Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health.
- Prepare for the opportunities, responsibilities and experience of adult life.

Practice

This programme will be predominantly delivered within the Personal, Social and Health Education (PSHE) course, and through a number of National Curriculum subjects. This programme describes what will be taught and when.

Principles

- Teach about taking responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- Give pupils a clear understanding of the arguments for resisting pressure.
- The programme will be fully inclusive, taking into account such factors as cultural, religious and the different intellectual abilities of pupils.

Specific Issues to be covered within the programme

- Puberty
- Sexting
- Menstruation
- Contraception
- Safer sex
- Sexually Transmitted Infections (STIs)
- Consent and how to communicate this to others
- Understanding our bodies
- Sex and pornography
- Sexual exploitation
- Healthy relationships

Sex education issues identified within the National Curriculum:

Key Stage 1:

- Pupils are taught how to keep their bodies healthy. Good personal hygiene is discussed and explored.
- Pupils are taught how to develop positive relationships and how to cope with, and resolve conflict.
- Pupils are encouraged to recognise the feelings and emotions in themselves and others. Pupils are taught how peoples' bodies and feelings can be hurt.
- Pupils are taught strategies for dealing with their emotions and feelings and to respond to the feelings and emotions of others.
- Pupils are made aware of different types of relationships, including same sex relationships and marriage.
- Pupils are taught which parts of the body are private.
- Pupils are taught which forms of physical contact are appropriate and inappropriate and in the case of inappropriate, how to say no.
- Pupils are taught when it is good or bad to keep secrets.
- Pupils are taught what to do if someone wants them to do something dangerous, wrong or something that makes them feel uncomfortable.
- Pupils are taught whom they should go to in the case of any of the above.

Key Stage 2:

- Pupils are taught to recognise the physical and changes that occur during puberty and how to cope with these changes, including menstruation.
- Good personal hygiene is explained and emphasised.
- Pupils are helped to recognise the emotional changes that may take place at this time and are encouraged to deal with their feelings towards themselves, their family and their peers in a positive way.
- Pupils are taught strategies to manage and resolve conflict.
- Pupils are taught how to deal effectively with negative peer pressure.
- Pupils are taught how to assess and manage risk.
- Pupils are taught how to keep themselves and others physically and emotionally safe on and off line.
- Pupils are taught how to recognise and empathise with the feelings of others.
- Pupils are encouraged to have a positive body image.
- Pupils are made aware of the different types of relationship, including same sex relationships, marriage, and those between families and friends.
- Pupils are given help with developing the necessary skills to be effective in their own relationships.
- Pupils are taught the main stages of the human life cycle including intercourse, conception, pregnancy and birth.
- Pupils are taught which parts of the body are private.
- Pupils are taught whom they should go to in the case of any of the above.

The following prior learning from Key Stage One is reinforced:

- Pupils are taught which forms of physical contact are appropriate and inappropriate and in the case of inappropriate, how to say no.
- Pupils are taught when it is good or bad to keep secrets.
- Pupils are taught what to do if someone wants them to do something dangerous, wrong or something that makes them feel uncomfortable.

Key Stage 3:

- That fertilisation occurs in humans ...is the fusion of a male and female cell.
- Physical and emotional changes that occur during adolescence.
- The human reproductive system including menstruation and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and viruses can affect health.

Key Stage 4:

- The way hormonal control occurs including the effects of sex hormones.
- Medical use of some hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.
- Awareness of sexuality and gender.

Teaching strategies:

These will be developed in greater detail in the teaching scheme, but will include:

- Set and agree clear ground rules.
- Dealing with questions openly and honestly.
- Build in reflection periods.
- Group discussion and Philosophy For Children.

Teacher Training:

- Teachers contributing to the delivery of this policy are expected to work within an agreed framework, which must be in line with current legislation. Some staff may need extra support and training to deal sensitively with some of the specific issues above.

Working with parents/carers:

- Parents/carers are the child's first educators. We will work alongside parents/carers to support them.

- Parents/carers have the right to withdraw their child from our sex and relationships education lessons, apart from the mandatory sections above in the National Curriculum and we will provide alternative education for pupils whose parents do so. The DfEE have produced a pack of information for such parents and their children.

Child Protection:

- Children cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence. They have the right to expect schools to be safe and secure environments. If a member of staff feels that a child is being abused, then they must report in person or via the niggly note system to the Designated Safeguarding Lead.

Personal Disclosure by a child:

- If a pupil makes a personal disclosure, the teacher should talk to them about it before the end of the school day and pass on to the progress lead. It should be reported to the DSL, who will decide what, if any, action is needed if safeguarding is compromised.

Roles and responsibilities

Local Governing Body:

- 'The governing body, in consultation with parents, will be able to develop policies which reflect parents' wishes and the community they serve'¹.
- 'All schools must have an up-to-date policy which is available for inspection and to parents'¹.

The Principal

- The Principal is responsible for ensuring that this policy is fully implemented, that staff are appropriately prepared and sufficient resources available to ensure the effective delivery of all elements of this.

Staff

- All staff in their daily engagement with other colleagues and with pupils will promote the personal, moral and social qualities, helping to provide good role models which will enable students develop their own positive identities and personal qualities. The staff who teach in this important area must ensure that they prepare adequately to ensure all pupils appreciate and understand the messages delivered here.

¹ DfES Sex Education and Relationships Policy, 2000

Involvement of External Agencies

To deliver a programme of the very highest standards, we will invite experts and professionals in this area to give knowledge and advice to our pupils. We will endeavour to inform parents in a timely manner, to ensure that parents/carers are aware of such visits. Examples of such parties include:

- Health professionals: doctors and nurses
- Social workers
- Youth workers
- Peer educators.

Monitoring and review procedures

This policy and the programme will be monitored and reviewed on an annual basis by the Principal or a nominee. This will take place in a number of ways: in discussion with the member of staff who is responsible for the programme; by inspection of the scheme of work and by observing a number of lessons over the course of the year.

7. References

- Social Exclusion Report on Teenage Pregnancy, DfEE June 1999
- Teenage Pregnancy: Past Success – Future Challenge, DfEE 2010
- Working together to safeguard children, DfEE 2013
- Sex and Relationships Education Policy, DfES, June 2000
- A Request for Disclosure on Future Sex & Relationships Education Policy, DfEE 2010
- SRE for the 21st Century 2017
- SRE Policy Guidance 2017
- PSHE Association guidance for Primary Schools 2017

March 2018

Organisation of Sex & Relationship Programme:

BHSA PSHE Junior School Curriculum Map

Year 1	<ul style="list-style-type: none"> • Developing a healthier lifestyle. • Developing good relationships and respecting the differences between people. • Anti-bullying week. 	<ul style="list-style-type: none"> • Developing confidence and responsibility and making the most of their abilities. • Preparing to play an active role as citizens. 	<ul style="list-style-type: none"> • Preparing to play an active role as citizens. • How to look after animals and people.
Year 2	<ul style="list-style-type: none"> • All about Me • Anti – bullying week. 	<ul style="list-style-type: none"> • I Belong 	<ul style="list-style-type: none"> • Growing Up
Year 3	<ul style="list-style-type: none"> • Yourself • E safety • Customs and Celebrations • Anti- bullying week. 	<ul style="list-style-type: none"> • Families • Friendships • Bullying 	<ul style="list-style-type: none"> • Right and Responsibilities • Disability
Year 4	<ul style="list-style-type: none"> • E Safety • Friendship Issues • Recycling • Anti –bullying week. 	<ul style="list-style-type: none"> • Stranger danger • Keeping clean • E safety 	<ul style="list-style-type: none"> • Keeping Fit (exercise, healthy eating) • Money matters
Year 5	<ul style="list-style-type: none"> • E Safety • It's good to be me. • E Safety • Anti – bullying week. 	<ul style="list-style-type: none"> • Health and safety. • Rules and laws (inc UN Charter of Children's Rights). 	<ul style="list-style-type: none"> • Growing and Changing.
Year 6	<ul style="list-style-type: none"> • E Safety • Who am I? • Teamwork • Anti – bullying week. 	<ul style="list-style-type: none"> • Problem Solving • Leading 	<ul style="list-style-type: none"> • Communication • Social Responsibility

BHSA PSHE Senior School Curriculum Map

Sex and relationships: This programme runs alongside the biology sessions that students

Year group	Term	Topic covered
7	Summer 1	Reproduction, making choices, fertility, myths and facts, consent
8	Summer 1	Self worth, gender stereotyping
9	Spring 1/ Spring 2	Internet safety (sexting/grooming), exploitation, becoming a teenage mum, challenging homophobia
10	Autumn 1	Contraception, body image, value of relationships/abusive relationships
11	Autumn 1	STI's/HIV; knowing your body, communicating in relationships.
12/13	All programmes	Consent/human trafficking, STI's

Alongside the curriculum time there

is the following provision available:

- School councillor for emotional health;
- Sexual health nurse for any sexual health issues;
- Brook monthly drop-in sessions for LGBT +
- Health services in schools youth worker every week- different health focus each week- e.g. sexual health, healthy eating (every Friday).

As part of the PSHE programme external organisations we work with are:

- Response;
- Barnardos
- PULSE
- DARA
- Catch 22