



# Sex and Relationships Policy

## Mission statement

- *"We are an inclusive Community school, proud to be valued citizens serving the borough of Rochdale."*
- *"We provide a captivating learning experience and foster a culture of the highest expectations for all"*
- *"We ensure every individual is challenged, motivated and inspired to be the absolute best they can be in all that they do"*

Date signed by ~~September~~ **September 2018**  
Chair of Governors

Date to be reviewed  
**September, 2020**

## Oulder Hill School

### Sex and Relationships (SRE) Policy

At Oulder Hill School great emphasis is placed on the development of the whole child at academic, personal, social and moral levels. Personal and social development and the acquisition of an appropriate set of moral values are seen to be as important as academic achievement.

The purpose of Sex and Relationship Education (SRE) is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

The school would like to emphasise that by providing comprehensive SRE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

### SRE Policy

#### Aims

1. To value each person equally whilst educating the whole person.
2. To encourage the highest level of responsibility and maturity in each person regarding sex and health matters.
3. To provide appropriate learning that is both stimulating and rewarding on sexual health matters throughout the curriculum.

#### Objectives

1. To provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
2. To ensure that students are aware that positive caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies.
3. To develop a sense of responsibility and respect for themselves and others.
4. To foster self-awareness and self-esteem
5. To encourage the acquisition of skills and attitudes within students that enables them to manage their relationships in a responsible and healthy manner.
6. To offer balanced and factual information on contraception, HIV & AIDS, STI's whilst acknowledging the major moral and ethical issues involved.

## Curriculum

Opportunities exist throughout the curriculum for promoting SRE. Parents have the right to withdraw their children from SRE. Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children but will be made aware of the implications of removing children.

## Child Withdrawn Procedures

The school believes that education for personal relationships is the right of every student and encourages active involvement in the curriculum. However parents do have the right to withdraw their child from all or part of the programme. Any parent wishing to exercise that right should initially contact the Head Teacher to discuss the matter. Parents will be informed of this. If a child is to be withdrawn it will be done sensitively.

## Whole School approaches to SRE

Oulder Hill's whole school approach to SRE recognises that all teachers have an important role to play in determining the quality of provisions regarding SRE.

Both the formal and informal curricula at Oulder Hill offer opportunities for the development of good practices through.

The National Curriculum  
PSHEE Courses  
Guidance and support systems  
Tutorial Programme  
Immersion Days

Sex and Relationships Education (SRE) has three main elements:

### Attitudes and Values

- Learning the importance of value and individual conscience and moral considerations.
- Learning the value of family life and stable relationships.
- Learning the value of love, respect and care
- Exploring, considering and understanding moral dilemma and developing critical thinking as part of decision making.

### Personal, Social skills and Emotional Literacy

- Learning to manage emotions and relationships confidentiality and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict and learning how to recognise and avoid repetition and abuse.

## Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice.
- Learning the reasons for delaying sexual activity and the benefits to be gained by delay and the avoidance of an unplanned pregnancy.

These three main elements are taught within a programme of study that offers continuity and progression. In addition the school works closely with the School Nurse and the Crisis Intervention Team to provide added support and to complement the curriculum. This has resulted in the strengthening of partnership collaboration amongst Health Professionals.

## Monitoring and Evaluation

There is ongoing evaluation which involves lesson observation, work sampling and student surveys.

## Teaching & Learning

Our school can help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this including.

- Establishing ground rules with pupils.
- Knowing how to deal with unexpected questions or comments from pupils.
- A variety of active learning styles
- Pupils are given time to reflect and consolidate their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress.
- Attention is given to developing a safe and secure classroom.
- The SRE programme is delivered in mixed ability and gender groups based on form groups.
- The PSHE Coordinator holds the National Certificate PSHE qualification.

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHEE Coordinator

## Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed. The school's **Designated Safeguarding Lead** is Mr B Bramwell (Deputy Headteacher).

## Wider Community

Delivery of SRE is not the sole responsibility of school. Elements of SRE are also provided by health professionals, social workers, peer educators and other agencies.

These agencies have much to offer:

- They can work closely with teachers in supporting SRE in school.
- They can help forge links.
- They can make pupils aware of services and help develop confidence in using them.
- They can give pupils confidential support and advice through drop in sessions.
- They can provide knowledge about sexual health, well-being and contraception.
- These are guidelines for staff on confidentiality and handling sensitive and controversial issues.

### Contraception

The rates of unplanned teenage pregnancies are unacceptable in the UK, it is therefore appropriate for secondary schools to provide education about the different types of contraception available. Accurate and up to date information regarding access to and availability of contraception is a major part of the Government's strategy to reduce teenage pregnancy. Effective SRE in school has a major role to play in this.

### Abortion

When abortion is covered within a programme the challenge is to offer young people the opportunity to explore the dilemma, enable them to know and understand about abortion and develop the communication skills to discuss it with parents and health professionals. However the key task for school is, through appropriate information and effective advice on safer sex and contraception, delay sexual activity and reduce the incidence of underage pregnancies.

### Safer Sex, HIV/AIDS & STI's

Teaching about safer sex remains one of the Government's key strategies for reducing the incidence of HIV/AIDS and STI's.

Recent surveys indicate that young adults may be becoming complacent about the importance of safer sex, increasing their risk of infection and unwanted pregnancy and paternity.

Strategies for teaching about HIV/AIDS & STI's should include:

- Helping pupils clarify their knowledge of HIV/AIDS and STI's
- Teaching them assertiveness skills for negotiating relationships and enabling them to become effective users of services.

To reinforce these specific points the key messages are:

- Information about HIV/AIDS is vital
- Young people need to understand what is risky behaviour and what is not.
- SRE should inform young people about condom use and safer sex.
- Young people need skills to enable them to avoid being pressured into unwanted or unprotected sex.
- Young people need factual information about safer sex and skills to enable them to negotiate safer sex.

## **Guest Speakers**

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

## **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

## **Assessment and Reporting**

As with any learning process assessment of pupils personal, social and emotional development is important. Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning through peer and self-assessment and presentations.

## **Working with Parents**

The school aims seek and value the involvement of parents on all aspects of school life. SRE is no different. Opportunities for parents to offer or seek advice are more than welcome. Initial contact with the school should be made with the Headteacher.

## **Staff Responsibilities**

It is envisaged that the whole staff will be informed of the SRE policy. Staff have a responsibility to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to their line manager.

Staff should also ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE in school.

The SRE programme is reviewed and evaluated as a result of feedback from students and staff. Changing will be made in the light of this feedback. Changing legislation will be incorporated. The policy will be reviewed on an annual basis by the Head of PSHE.

## **Oulder Hill School Drop-in**

The purpose of the drop-in is to offer care, guidance, support and information. No appointment is required and pupils can access the drop-in for confidential advice and support regarding any aspect of their health. Recent developments within this service have seen joint working with the CRISIS Team (sexual health team) with one worker accompanying the School Health Practitioner within the drop-in. The aim of this development is to be more effective in meeting the sexual health needs of young people.

The school nurse drop-in session was promoted in the School Nurse Practice Development Resources Pack, (Development of Health (D.O.H.) 2001) which underpins the rationale for this service.

**Aims:**

- A free, confidential, non-judgemental, open access session for young people providing help, information, support, advice and guidance on a wide range of health issues.

**Objectives To:**

- Improve young's people's access to health sessions
- Provide a confidential service for young people.
- Provide non-judgemental, friendly, trusting, safe environment and service.
- Allow the young person to discuss worries, concerns or problems.
- Give young people an opportunity to take responsibility for their behaviour, health care and lifestyle.

Please see the Safeguarding section of our website for links to further information:

<http://www.oulderhill-school.com/about-us/safeguarding/>