

Birkdale High School



Sex and Relationships Policy



Birkdale High School Sex and Relationships Education Policy

Date of Policy: June 2014
Members of staff responsible: PHSCE Co-ordinator (Mrs P Marshall)
Review date: June 2017

Rationale

Sex and Relationships Education contributes to the requirement of the 1988 Education Act that states that the school curriculum should *promote the spiritual, moral and cultural, mental and physical developments of pupils at school and of society and prepare such pupils for the opportunities, responsibilities and experiences of adult life. The Sex and Relationships policy confirms that the school conforms with the Sex and Relationship Education Guidance(2000) produced by the DfE.*

We recognise that there are a range of values and morals held within the school community. Therefore the sex and relationships programme will reflect the school ethos and demonstrate and encourage the following values:

- respect for self and others
- understanding and care for others
- acceptance of responsibility for own behaviour
- the right to hold one's own views
- tolerance of difference and diversity

Parents play an important role in the sex and relationship education of their children and the school is committed to working in partnership with them. We recognise that many parents will be teaching their children about sex and relationships and establishing them in their own family culture and values. The school will consult with parents on the development and review of the Sex and Relationship policy and practice as and when necessary.

Birkdale High School has approximately 700 pupils from across the Southport area. All have an entitlement to the Sex and Relationships Education programme. No pupil will be excluded from this programme by the school because of race or religion. The programme will reflect and include values held by the variety of religious and racial communities with an emphasis on those held within the school.

Aim

To enable pupils to make informed decisions about sex and relationships within a moral framework.

To enable pupils to stay safe

To enable pupils to form healthy relationships

Objectives

- to provide a framework for teachers to plan and implement a programme of sex and relationship education
- to enable teachers to support the pastoral and welfare needs of pupils.
- to ensure that pupils develop understanding and skills to enable them to make decisions about their own sexual health
- to enable pupils to manage risk and cope with change and adversity
- to develop sensitivity and tolerance to the decisions and choices that other people make.
- to develop understanding according to the age, ability and maturity of the pupils
- to provide a foundation for their future learning.

General organisation of the teaching programme

Sex and Relationships education is taught to pupils as part of the Science and Religious Education Curriculum and as part of the PSHCE plan.

All teachers could be responsible for lesson delivery during PSHCE. Any teacher who has concerns about teaching the material should consult with the Head of Department and the appropriate PSHCE co-ordinator well in advance. The preparation of the material for PSHCE lessons is the responsibility of the PSHCE co-ordinators and Heads of Year.

Science Curriculum

Year 7 Specialised cells (sperm and egg)

Year 7 Sex and Science unit (with added session on contraception)

Year 9 Inheritance

Year 10 Comparing sexual and asexual reproduction

Year 11 Adaptations of the sperm cell

Year 11 gamete formation during meiosis

That's about it really...no touchy feely emotional stuff and no letter home to parents.

RE Curriculum

The RE curriculum looks at sex and relationships from the point of view of religious believers from different faith groups. It encourages discussion and asks pupils to evaluate their own opinions and outlooks.

Yr7 Reasons to look after your body

Yr8 Relationships with family and friends

Yr 9 Ethical decisions (starting a sexual relationship, abortion etc)

Yr 10 Chastity, Contraception, Family life, responsibilities within a relationship
Same sex relationships.

PSHCE Curriculum

PSHCE is currently delivered as themed days. The sex and relationships content is as follows: Parents will be notified of content and will be given the opportunity to withdraw their child from sessions if they wish.

- KS3 Puberty and emotions (including wet dreams, puberty and girls, sexual orientation)
Healthy Relationships including domestic abuse, avoiding pressure etc
- KS4 Healthy Relationships, contraception, abortion, sexually transmitted diseases
Same sex relationships. Gender issues, including understanding transgender issues. Respect within sexual relationships. The dangers of sexting.
Discussions on the effects of pornography.

Teaching methods and resources

Teaching methods need to reinforce educational approaches and objectives. Teachers will:

- take responsibility for the planning, teaching and evaluation of Sex and Relationships Education
- start with pupils' understanding
- not impose their views
- be sensitive to pupils' background, religion, culture and family membership.
- not embarrass pupils or put them on the spot
- develop ground rules to ensure a non threatening learning environment
- explore issues and answer questions honestly

Pupil's questions will be answered as in every other lesson, in an honest and sensitive manner appropriate to the age and maturity of the pupil and in keeping with their religious and cultural background. Question boxes may be used in lessons to enable teachers to answer pupil's questions appropriately.

Resources chosen will be appropriate for the age and maturity of pupils. Parents will be able to see resources on request. Resources will be checked by the PSHCE co-ordinators against the following criteria:

- the resource should match the level of concept and language with the age and ability of the pupils
- there should be positive messages and images of different races, religions, sexuality and ability.
- resources avoid and/or challenge stereotypes
- they should encourage debate rather than close down communication
- resources should not contain subtle messages that reinforce dogmatic viewpoints
- material should not be judgmental, they should support the self esteem of all pupils
- the teacher and the pupils are comfortable and confident with the resource
- the resource is accurate and up-to date
- the resource links community and parents
- the resources has a stimulating approach both visually and conceptually that is not patronising
- the aims and purposes of the company or organisation behind the resource are consistent with those of PSHE and education within schools.
- the authors or editors have credibility

Involvement of outside speakers

In accordance with school policy, visitors may be invited into school in order to supplement or complement the programme. Examples used are Stonewall to talk about issues connected with same sex relationships, bisexuality and transgender issues, or healthcare professionals to talk about sexually transmitted infections and contraception. All materials used will be discussed prior to the visit and a member of staff will remain in the class with the speaker. All outside agencies will be made aware of the school's Sex and Relationships Education policy.

Liaison with parents

Before commencing each study a formal letter is sent home to parents/carers to inform them that their son will soon be undertaking Sex and Relationships Education lessons. They are invited to contact the school if they have any concerns or questions they wish answered. Any complaints should be taken to the class teacher. If the teacher is unable to resolve the situation satisfactorily, the PSHCE co-ordinator or Head of Department should be informed and ultimately, the headteacher.

Under the Education Act 1993 parents can withdraw their child from any part of the Sex and Relationships Education Programme which is not part of the National Curriculum. Parents wishing to exercise this right are invited to discuss their concerns and arrangements for their child with the class teacher or headteacher.

Confidentiality

This is a sensitive issue and there are conflicting priorities involved. Although parents and children are encouraged to talk to each other, a teacher may decide to keep information and discussions confidential if requested to do so by the pupil. They may of course seek guidance from the designated teachers without being deemed to have broken confidence. However, teachers must break confidence if it is an issue of child protection or if they think it is in the child's best interest to do so. The designated Child Protection Officer must then be informed.

In summary, the school will usually inform parents of confidential issues relating to sex and relationships. Occasionally this may be against the wishes of the child and / or may place the child at risk. On these rare occasions the school may act in the best interests of the child by not informing parents.

Assessment

Sex and Relationships Education is only assessed formally when it is part of the National Curriculum in Science. Pupils are encouraged to assess their own learning and participation at all times. Feedback will be sought from pupils to assess the success and learning value of PSHCE activities.

Dissemination of the policy

Governors will receive a copy of the policy. The policy will also be placed in the electronic staff handbook. A paper copy will be available from the office on request.

Monitoring and Evaluation

The policy will be reviewed every three years by the PSHCE co-ordinators and a member of SLT A report with any recommendations will be given to the governors.

Parents, teachers and pupils may be invited to be involved in the evaluation and review process.

Teachers will review the policy in terms of teaching Sex and Relationships Education and being able to respond effectively to any pastoral or welfare issues that have arisen.