



HANLEY CASTLE HIGH SCHOOL



RELATIONSHIP AND SEX EDUCATION

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1 Aims and Objectives

Aim

This policy contributes to our ethos of valuing and including each individual in the school community and informs staff/student relationships, both one to one, in PSD and other classes.

Objectives

Towards this aim, students will be given:

- Objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexuality, sexual relationships and information about confidential helping services.
- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender.
- Opportunities to discuss some moral issues – hearing the points of view of others and respecting other people’s decisions, rights and bodies.
- The legal framework surrounding sex and relationships.
- A chance to explore ideas about family, marriage, parenting, the ways in which people care for each other and the benefits of stable relationships.
- Information and guidance on sexual misconduct, violence and harassment, how it should not be tolerated and how it can be reported.

2 Moral and Values Framework

A clear framework of values for sex education underpins our work at Hanley Castle High School.

These are to foster:

- A respect for self
- A respect for others
- Non-exploitation in sexual relations
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class
- Zero tolerance of sexual misconduct, sexual violence and sexual harassment

Further:

- We believe that people have the right to fair and balanced information to make healthier choices for themselves.
- We encourage realistic discussion about the effects of early sexual activity and society’s attitude towards this.
- The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSD framework.

3 Equal Opportunities

This policy links closely with the Equal Opportunities policy, the Anti-Bullying policy and the County Guidelines on Child Protection plus other policies, available on the school website. Equality of opportunity is not about treating everybody in the same way, but is about helping to redress any imbalances so that all students can access a full range of opportunities regardless of their background and circumstances. As a result, when students struggle academically they are offered more help to benefit from their schooling. If they are struggling within relationships, or in terms of identity or loss we will try to provide them with the support they need – either inside the school or externally. It is well documented that students are sometimes bullied because of their perceived sexual orientation. This school takes this and all forms of bullying very seriously.

Objective discussion of lesbian, gay, bisexual and transgender issues will take place in relationship and sex education lessons in order to meet the needs of all pupils. There will be no promotion of any sexual orientation.

In the PSD programme we attempt to select activities and resources which are age, experience, reading level and culturally appropriate. All lessons attempt to engage boys and girls equally well.

4 Organisation of School Sex and Relationship Education

Name of Co-ordinator: Mr M Duggins (responsible for planning and delivery)

Who will teach it: Tutors and Teachers, including SLT
Sexual Health Team by referral to the service
School Nurse by referral to the service

4.1 Training provision

All staff will be offered training annually by RSE Coordinator to enable them to feel comfortable teaching the programme.

4.2 Methodology and approach

Following the DfE guidelines on sex and relationship education (July 2019), a variety of methods are used, which include small groups and class

discussions, video presentation, talks/sessions delivered by outside agencies, role-play and relevant literature.

Pupil focus; we aim to teach sex education in a context that is developmental and appropriate to the age and emotional understanding of pupils.

Some Sex Education lessons will be delivered in single-sex groups, primarily in Y9.

Formal language for sexual activity and parts of the human body will be taught, but informal language will also be used in class.

To ensure appropriate and detailed coverage, lessons are centrally planned by the RSE Coordinator and take into account new ways of effective teaching as well as up to date and accurate material.

Teachers will be offered guidance on answering students' questions as part of their specialist training. If a question seems too explicit, or inappropriate for the whole class, the teacher will acknowledge it and address it later on an individual basis or refer the student or question to the RSE Coordinator.

A letter is sent home to Y9 parents before students undertake the RSE unit explaining what will be covered and how they may contact the school.

4.3 Curriculum entitlement

One period per fortnight of 60 minutes is allowed for PSD for each pupil. Sex and Relationships Education is part of the wider PSD education.

4.4 Procedures for reviewing effectiveness of sex and relationships programme

Evaluation meetings will be held annually with the RSE Coordinator and Deputy Head (Student Support). The views of all staff teaching the programme, and students participating, will be sought by anonymous questionnaires and focus groups. The programme will be responsive to these views. We intend to review the programme in the light of student and other views every year.

4.5 Resources used and criteria for selection

Resources, which are centrally stored for ease of access and classification, include power points and lesson plans designed and created by the SRE Co-ordinator who is a qualified specialist.

All resources are chosen for their suitability, interest and accuracy.

A sample of resources can be requested by parents if they wish.

5 Specific Issue Statements

5.1 Safety with new technologies

Our aim is to help our young people to develop and maintain a healthy digital footprint. Any concern or suspicion of either youth-produced sexual images/videos (sexting) or the passing on of sexual images by a student will be dealt with by following our safeguarding protocol and procedures.

5.2 Withdrawal of pupils from sex and relationship education

In line with guidance from the current Secretary of State for Education, parents and carers are able to see an overview of the RSE content on the [HCHS website](#). This references the statutory guidance and gives a detailed breakdown of the content and objective of the lessons delivered in Year 9 where the content on sex, from which children can be withdrawn, is taught. Parents are able, by request to speak with the

deputy head (student support) to view the curriculum materials as required by the DfE. This means that students cannot be withdrawn from Relationship Education, which covers family, friendship, safety and online safety.

Government guidance allows students to ask that they be taught sex education, rather than be withdrawn, if this request is made within the three school terms before they turn 16. In this case the school has a duty to provide that education.

Inevitably there will be occasions when discussion of aspects of sexual behaviour and choices will arise in other curriculum areas. These discussions will be sensitively handled.

The links between the sex and relationship programme and the science curriculum will be identified and will be made clear to the students and staff, as will the links with the Citizenship Curriculum.

5.3 Contraceptive information and referrals, and under 16s

Students will be taught about birth control and safer sex as part of the sex and relationship education programme. This will include information on how all students under 16 can access local services for confidential advice and treatment. Students who have been withdrawn from sex education by their parents are still entitled to the information about local services.

5.4 Confidentiality

Whereas the basic premise of respect for the individual and attention to the needs and wishes of each pupil are very important to the school, these have to be balanced with professional judgment and also legal considerations. Staff will always be supported by governors in exercising their professional discretion, in the interest of the pupil. The following guidelines offer a framework within which to operate.

5.5 Confidentiality (in the classroom)

What a student says or writes in the classroom is by definition not confidential. Students should be encouraged to speak in general terms, rather than personal, by the use of ground rules and distancing techniques. When discussing issues in the classroom, student disclosures which indicate the student is at risk (see below) must be reported by the teacher to the DSL, who will decide whether parents should be informed, and any other action to be taken. Class teachers should not go direct to parents with disclosures. If a class teacher is reporting a disclosure to the DSL, the pupil should be told this.

5.6 Confidentiality (individually)

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, she/he should inform the DSL and tell the student this is what they are doing.

Teachers will recognise the importance of listening to the concerns of individual students. Staff will also be aware that young males find it more difficult than females to express emotions, and will offer support where possible. Again, teachers will not go against the student's wishes and talk to the parents. The Head Teacher will decide what action, if any, to take.

5.7 Students deemed 'at risk'

Students are deemed to be 'at risk' if they are:

- Involved in situations where they can endanger themselves or others
- Involved in situations where they are being exploited or are exploiting others
- Victims of abuse, physical/sexual or emotional; this would require referral to the SDP.

If a teacher believes a student to be at risk, she/he should inform the DSL and tell the student this is what they are doing.

5.8 Students under 16 years old

If a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- Any child protection issues are addressed, which will necessarily involve reporting to the DSL as it will be a safeguarding concern.
- Wherever possible, the young person is persuaded to talk to their parent or carer
- That the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services.

The DSL will support the staff member in exercising her/his professional judgment about what is in the young person's best interest.

5.9 Pregnancy

A student proceeding with her pregnancy is entitled to continue with her education. Support for the student can be arranged by the Assistant Headteacher, with responsibility for Student Support to discuss with the student how she can continue with her education and outline the assistance that is available to her.

Support will also be offered to the father of the baby should they be a student at Hanley Castle High School.

5.10 Procedure for involving outside educators including health professionals in the delivery of the programme

External educators can make a valuable contribution to the sex and relationship education programme. They must be familiar with this policy and contribute to the programme as agreed with the teacher, subscribing to our school moral and values framework, and using resources and methods agreed with the

teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance.

5.11 The school nurse as health advisor/support for students

The school nurse offers a completely confidential health service by appointment to students, where any student can talk about emotional or physical health issues. The school nurse also attends all Child in Need/Child Protection meetings and holds termly Vulnerable Child meetings with the Assistant Headteacher.

5.12 Procedure for supporting any members of the school community infected with HIV or Hepatitis B or C

Staff should not expect to be informed of a student's or colleague's HIV or Hepatitis status. A member of staff who is told of a student's blood-borne viral status should inform the Head Teacher and no one else. She/he will tell the student this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current guidelines, and assume that blood spills can be infectious in some circumstances.

6 Compliance with the Children and Social Work Act 2017

From 2020, the teaching of Relationship and Sex Education is compulsory in all schools in England and Wales.

In line with this, this policy and the PSHE policy have been updated to include specific reference to the teaching of the following content:

- that there are different types of important relationships, including marriage, other long-term relationships, the roles of parents, and about unsafe relationships and how they can be dealt with
- the characteristics of positive relationships, respect, trust and practical steps they can take, as well as the dangers of stereotypes, bullying, harassment and coercion
- how to deal with unsafe situations including those of consent, exploitation, abuse and FGM
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation and divorce
- the rights and responsibilities, risks and dangers of online interaction, harmful images and how they are shared, including the law on the distribution of indecent images
- Sexual Health and Relationships, as outlined in the RSE policy
- the law in respect of, but not limited to, marriage, consent, violence against women and girls, online behaviours, abortion, substance misuse, criminal exploitation
- how to identify and access appropriate advice and support