



Ulverston Victoria High School

POLICIES

Relationships Education, Relationships and Sex Education and Health Education

Author/Owner:	Sub-Committee:	Ratified/Reviewed by Governors:	Chair of Governors Signature:
Mrs S Hewson/ Mrs G Muldoon- Smith	Pastoral & Curriculum	19 th May 2021	

From September 2020, it is compulsory for school to teach Relationships Education, Relationships and Sex Education and Health Education. **(DfE July 2019)**

Policy on Sex Education

Aims and Objectives

1. To provide accurate information and enable young people to make responsible and informed decisions.
2. To help and support young people through their physical, emotional and moral development.
3. To help young people develop the skills and understanding they need to live confident, healthy and independent lives.
4. To help young people to understand difference and to respect both themselves and others; to prevent and remove prejudice.
5. To promote an understanding of disability issues
6. To promote the spiritual, social, moral, cultural, emotional and physical development of young people at school, and to help prepare them for the opportunities, responsibilities and experiences of adult life.
7. To enable young people to understand human sexuality and to respect themselves and others.
8. To involve the whole school community in policy development and implementation.
9. To build self-esteem and confidence.
10. To equip young people with communication and decision-making skills.
11. To develop relationship skills.

Delivering information on sexual health and relationships through the curriculum

Aspects of sex and relationships education are taught within a planned framework in BPE and Science and through the introduction of 'Drop-down days' and taught sessions by UVHS school nurse. Workshops and theatre performances provided by third sector organisations also support RSE work in school.

The PSHE Curriculum embodies the school aims and those of 'Every Child Matters'. It also encourages the following values:

- a respect for self and others.
- commitment and trust in sexual relationships.
- honesty with self and others.
- a development of critical self-awareness for themselves and others.
- an exploration of the rights and responsibilities involved in sexual relationships.

Science – Key Stage 3

The science curriculum requires that students know and understand:

- the physical and emotional changes that take place during adolescence.
- human reproduction, including reproductive organs, the menstrual cycle, fertilisation, pregnancy and gestation.
- Contraception.

- personal care and hygiene.
- how the growth and reproduction of bacteria and the spread of viruses can affect health.

The Key Stage 3 BPE curriculum will support this by:

- developing the whole range of personal and social skills needed for relationships with family and friends and to discuss relationships
- enabling students to recognise, express and manage emotions including loss caused by change, divorce or separation and bereavement
- how relationships affect well-being;
- how family life, including marriage, supports the upbringing of children;
- discussions on religious attitudes to sex and contraception;
- how the media affects attitudes and public opinion;
- the significance of cultural and religious beliefs on aspects of sexual health.

Key Stage 4 Science

The science curriculum requires that:

- young people know and understand the effect of sex hormones and how sex is determined in humans.
- The uses of hormones in controlling fertility include:
 - giving oral contraceptives which contain hormones to inhibit FSH production so that no eggs mature.
- to evaluate the benefits of, and the problems that may arise from, the use of hormones to control fertility, including IVF.
- Reproduction

There are two forms of reproduction:

- sexual reproduction – the joining (fusion) of male and female gametes. The mixture of the genetic information from two parents leads to variety in the offspring.
- asexual reproduction – no fusion of gametes and only one individual is needed as the parent. There is no mixing of genetic information and so no variation in the offspring.
These genetically identical individuals are known as clones.

Confidentiality

Confidentiality is important to young people if they are to feel able to access support and advice relating to sexual health and relationships. There is no legal obligation for staff to disclose personal information unless physical or sexual abuse is suspected and the young person may be at risk of harm. The key factors in making the decision are the circumstances, age and maturity of the young person involved. If in doubt, the member of staff should always refer to the Child Protection policy and seek guidance from the Designated Teacher for Safeguarding. Nonetheless, there may be cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse. In these circumstances, the teacher must speak with the Designated Teacher for Safeguarding:

- persuade the student to talk to his/her parent or carer (or make the first steps on behalf of the student);
- ensure any Child Protection issues are addressed.

In sex education lessons, students must be encouraged to set ground rules and boundaries in order to build trust. Health professionals are bound by their own legally binding professional codes of conduct to maintain confidentiality. When they are working in schools though, they must abide by the school's policies and procedures.

Young gay men, Lesbians, Bisexuals and Transexuals.

The Governors and senior staff of the school recommend that there should be no direct promotion of sexual orientation through teaching. The school can, however, help students to develop skills to enable them to understand difference and respect themselves and others.

Homophobic bullying

This is a very real problem in schools and society with hard evidence to show how difficult and threatening the situation can become. All students, especially the most vulnerable, have the right to support and equal treatment. This should be addressed through the anti-bullying policy.

Staying Safe On-Line

All students attend assemblies to learn about keeping themselves safe on-line including not 'posting' inappropriate images of themselves or others. This also forms part of the ICT curriculum. Topical issues are also included within school nurse led sessions for eg sexting and 'naked selfies'.

Monitoring and reviewing the policy.

This policy will be reviewed every two years by the Governors Pastoral Committee.

Working with parents

Although the home is the most appropriate place for early teaching on sex, sexual health and relationships, many parents do find this difficult and want the school to build on their own early teaching.

At the same time, parents and carers will want reassurance that the personal beliefs and attitudes of teachers will not influence their teaching of sex education. This policy is available to any parents or carers on request. Parents will also be informed that they have the right to:

- a) withdraw their child(ren) from any aspect of teaching on sexual health and relationships (although not from the elements which are in the National Science Curriculum).
- b) request that their child(ren) be taught in a single sex group.

Puberty – dealing with menstruation.

The school has made sensitive and adequate arrangements for girls who request sanitary protection. This is available from the Medical Room. 1 to 1 school nurse support is also available. Sanitary protection is also available from Student Services.

Appendix: Teaching Strategies for Education in Sex, Sexual Health and Relationships

This appendix gives teachers advice on teaching strategies for sex education.

Ground Rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students.

Examples of agreed ground rules could be:

- no one will have to answer a personal question.
- no one will be forced to take part in a discussion.
- only the correct names for body parts will be used.
- meanings of words will be explained in a sensible and factual way.

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Distancing techniques

Teachers can avoid embarrassment and protect students' privacy by always depersonalising discussions e.g. using role play or "cold cases".

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Establishing firm ground rules and boundaries will help but:

- if a question is too personal, the teacher should gently remind everyone of the ground rules. The teacher can direct the student to a counsellor, nurse, helpline etc at the end of the session;
- if the teacher genuinely does not know the answer to a question, she/he should admit this and seek advice.
- if the teacher feels that a question is too explicit or too old for the child, then she/he should acknowledge the question and promise to deal with it after the session. This way the child will feel he/she has been treated with respect and the rest of the class will not have had to listen to something inappropriate. The teacher will need to decide if this is a Child Protection issue.
- UVHS school nurse will also support taught sessions and resources.

Monitoring the sex education policy and programme

The school will need to assess how effective are the aims, content, and methods in promoting students' learning. Feedback from staff, parents and students through surveys will help to judge this. Because the incidence of pregnancy and of sexually transmitted disease is ultimately a private matter, we accept that there is a difficulty in monitoring the successful application of this sex education policy. The governors therefore request that they are alerted to any inadequacies in the execution and effectiveness of this policy.

What will be taught in each year group 7-11:

Year 7	Puberty, Periods, Mental health, Healthy eating and lifestyle, Social media and Bullying.
Year 8	Sex education, Online safety, mental health, Mindfulness, Body image and relationships.
Year 9	Consent, Sex Education-including sexual health, Peer pressure, Child Exploitation, Pornography and Mental Health. LGBT and community, Risky behaviors- including Alcohol and Drug awareness.
Year 10	Online Safety, Self-Harm and Suicide, Health and wellbeing, Alcohol, Smoking and Drugs, LGBT, and Body Piercings and Tattoos.
Year 11	Sex Education, Cancer awareness, Relationships-including abuse, how to deal with relationship break downs. Healthy lifestyle, accessing services when they have left UVHS- GP, Dentists and Mental Health Support.