

**BARLBY  
HIGH  
SCHOOL**



**Barlby High School  
Sex & Relationships Policy**

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Approved by (Committee):	Governing Committee

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## **Introduction**

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, and has due regard for the supplementary guidance in the document Sex and Relationships Education for the 21st Century May 2014 – supplementary advice to the DfES 2000 document, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. It also contains guidance from North Yorkshire County Council, will be consulted upon with members of the school community and shared with the whole school community.

This will involve discussion between members of teaching staff, members of the SLT and recommendations being ratified by members of the governing body. The content of the policy will take into account a review of the Relationships and Sex Education, hereafter referred to as RSE, curriculum undertaken by the Curriculum Area Leader and the link member of the school SLT. The RSE policy will be available for viewing through the school website. Parents, carers and guardians will be contacted to draw their attention to the published policy.

## **What Is Relationship and Sex Education?**

RSE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It is about teaching students to respect and care for their bodies, developing an understanding of the importance of building stable, loving, caring and non-exploitative relationships, the focus of which should always be respect, which applies equally to both on and offline relationships and includes staying safe both on and offline using all technologies. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual activity or sexual orientation as this would be inappropriate and would be against the ethos of diversity. However, students will be made aware of changing attitudes in our modern society regarding Lesbian, Gay, Bisexual and Transgender issues. Homophobic bullying will also be addressed. It is through this learning process students will be encouraged to make informed decisions.

## **Principles and Values**

Barlby High School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all young people
- develop in students an awareness, understanding and respect for self, including self-confidence and self-esteem
- develop in students an awareness and respect for others and their view
- develop students ability to take responsibility for choices and actions
- promote the development of understanding and empathy to enable all students to treat others with fairness and respect
- provide students with an awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help promote the development of relationships based on mutual understanding and trust
- develop a regard for family life, friends and the wider community, encouraging every student to contribute to the school and wider community and aim to support each individual as they grow and learn

- be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches
- encourage students (and teachers) to share and respect each other's views. The school is aware of different approaches to sexual orientation and does not promote of any particular family structure. The important values are love, respect and care for each other regardless of sexual orientation
- create an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- relate RSE to issues such as peer pressure and other risk taking behaviour such as drug use, smoking or drinking alcohol
- recognise that parent / carers and guardians are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers, guardians and students, consulting them about the content of programmes and recognise that the wider community has much to offer and as such we will work in partnership with health professionals, social workers, peer educators and other mentors or advisers as appropriate

### **Sex and Relationship Education in this school has three main elements:**

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making and challenging myths, misconceptions and false assumptions about behaviour
- challenge stereotypes and gendered expectations for both boys and girls

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make informed choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict managing conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited recognise the importance of developing relationships based on mutual understanding and trust
- learning how to recognise pressure and ways of dealing with it
- equipping students with the information, skills and values to have safe, fulfilling and enjoyable relationships

- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages including the appropriate terminology to describe the names for their genitalia and reproductive organs understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- consider the impact of the media on body image and portrayal of all genders
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learn and implement strategies to keep safe both on and offline, enjoy their relationships and build confidence in accessing services if they need help, advice and support
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy
- learning about the law and sexual consent
- learn that their body belongs to them and they can say who has access to it

### **Aims**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others, have respect for individual conscience and the skills to decide what kind of relationship they want
- respect and care for their bodies
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively and develop appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

## **Organisation and Content of Sex and Relationship Education**

Barlby High School specifically delivers Relationship and Sex Education through its PSHCEE programme taught through PSHE / RE and Science lessons at KS3, and KS4 although some issues, e.g. Abortion, are covered as part of the RE programme. Students from all faiths and cultures have an entitlement to RSE and as such effective teaching of RSE means being sensitive to the range of different values and beliefs within a multi faith / cultural society.

Much of the Sex and Relationship Education at Barlby High School takes place within PSHCEE lessons. Teachers deliver the PSHCEE Curriculum with, on occasions, support from Health Care Professionals where available/appropriate. RSE lessons are set within the wider context of the PSHCEE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science National Curriculum is delivered by staff in the science department. At KS3 the physical aspects of development and reproduction from a biological point of view are covered although the importance of relationships is not forgotten and may be discussed if student questions give rise to it. At KS4 health, disease and the development of medicines is covered in science, which includes communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). In addition, hormones in human reproduction, including hormonal methods of contraception are also covered, (whilst non hormonal methods of contraception are not directly covered in science these may come up in discussion surrounding transmission of infection). For further information on this aspect of RSE the Curriculum Area Leader for Science should be contacted.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to a health professional.

More expert or specialist teachers will support teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the Curriculum Area Leader for PSHCEE who will help with planning or delivery of lessons if required. The Curriculum Area Leader for PSHCEE will also:

- ensure the implementation and quality of medium and long term Schemes of Learning
- ensure that staff delivering PSHEE are confident in the skills to teach and discuss RSE issues
- consider, along with other agencies or child protection staff if necessary, the needs of all students
- access appropriate up to date training and disseminate information accordingly
- liaise with outside agencies as necessary and the link SLT teacher
- review and update, along with the link SLT teacher, the school's RSE policy each year

## **Assessment**

Assessment is undertaken during each module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. It is considered as an integral part of the teaching and learning process.

## **Outline of delivery 2018/19**

Majority of RSE is delivered via PSHCEE program alongside RE on a carousel every half term. Some aspects of RSE are delivered via Stop the clock days throughout the academic year.

**Year 7 PSHCEE** - Risky Behaviour/ exploring a range of issues surrounding the potential risks and harms to a young persons' health and wellbeing, relationships, peer pressure, alcohol and drugs, online safety and sexting, positive, negative and management strategies, feelings and attraction, friend or foe, e-safety revisited, staying safe online, grooming. Including informed consent and the law (this will be re-visited in other years as students move through).

**Year 7 Science** - Puberty, menstrual cycles, reproduction, pregnancy and labour.

**Year 8 PSHCEE** – Healthy and wellbeing, individual liberty relationships body image, media effects, bullying, emotional wellbeing and health, services available. Health and wellbeing - healthy eating (linking to body image), eating disorders and exercise. Staying safe and being healthy including changing relationships, healthy relationships, family life, bereavement, sex and relationships.

**Year 9 PSHCEE** - Human Relationships healthy and unhealthy (CSE) Peer on peer abuse and Individual Liberty including the significance of marriage, the role of men and women in the family, divorce and dealing with it, sexual relationships and contraception.

**Year 10 PSHCEE** - A comprehensive unit exploring consent, the media portrayal of expectations of men and women and also healthy relationships including abuse and exploitation. The unit also aims to provide adequate signposting for students in relation to where and how to access further help and guidance where required.

**Year 11 PSHCEE** – Healthy and unhealthy relationships will be delivered recapping issues relating to contraception, STI's, the law and where advice can be sought if needed. Sexual orientation, health and wellbeing, Family types. Parenting Craft classes and the impact of teenage pregnancy.

**KS4 Science** - health, disease and the development of medicines is covered which includes communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). In addition, hormones in human reproduction, including hormonal methods of contraception are also covered.

## **Roles and Responsibilities**

### **The Governing Body**

- The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE.
- The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Principal, is expected to involve families, students, and the wider school community to ensure that RSE addresses the needs of students, local issues and trends.
- The governing body need to ensure students are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the students.
- They will ensure that the policy is available to parents and that parents know of their right to withdraw their children.
- Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life e.g. school nurse.
- Review the policy each year and identify a link governor for RSE
- The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities.
- The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (March 2015) to consider how students may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHCE, and /or through RSE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

### **The Principal**

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Principal's responsibilities in respect of RSE are to:

Work with governors to ensure compliance with the statutory guidance

Liaise with the PSHCEE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored

Keep the governing body fully informed of provision, issues and progress around RSE issues

- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

### **The PSHCEE Co-ordinator**

The school has a co-ordinator for PSHCEE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work as part of the overall PSHCEE planned programme
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all students, and to achieve this recognise that the school might need to address some specific issue
- Consult with students to inform provision around RSE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

### **Working with external agencies**

At Barlby High School we recognise the importance of working with external agencies to assist us in delivering a broad and balanced curriculum, using expert input where it is available and relevant. As such, external agencies may, from time to time, support the delivery of RSE. It is the responsibility of the Curriculum Area Leader for PSHCEE to liaise with external agencies and to use the 'Partners in Schools Agreement Form' for each new external agency. The Curriculum Area Leader for PSHCEE will also ensure that the input of the external agency is clearly planned to fit into the school's RSE programme and that it is monitored and evaluated.

### **Inclusion**

#### **Ethnic and Cultural Groups**

Our policy is to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns should these be raised.

#### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

#### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Teachers are aware that it is important when teaching RSE not to just refer to the

two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes.

### **Working with Parent / Carers**

Teachers have a responsibility to ensure the safety and welfare of students and parent / carers / guardians need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. Parents, carers and guardians are welcome to view resources and discuss the RSE programme with The Curriculum Area Leader for PSHCEE and/or other appropriate teachers should they wish to do so.

The school aims to work in active partnership with families, value their views and keep them informed of RSE provision and developments. If any parents, carers or guardians have a concern about the RSE provision then time will be taken to address their concerns.

Families will also be signposted where appropriate to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their

### **Right of Withdrawal of Students from Sex and Relationship Education**

Under section 405 of the Education Act 1996, parents, carers and guardians have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents, carers and guardians who wish to withdraw their children from the RSE programme should make this request in writing to the Principal.

### **Confidentiality, Controversial and Sensitive Issues**

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with students at the onset of work. This will include information on confidentiality and information will be given on where students can get help on personal concerns both inside and outside school. Students should be informed about the remit of confidentiality and that teachers cannot offer or guarantee students unconditional confidentiality. Distancing techniques will be used throughout lessons as appropriate and all teachers will use question boxes (or similar techniques) to allow students the opportunity to ask further questions anonymously.

If students ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but a holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the student with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the student's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

Whilst students have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff must follow the schools Child Protection Policy and procedures and must report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection.

Students will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Teachers are not legally bound to inform parents or the Principal of any disclosure unless the Principal has specifically requested them to do so. However, staff **must** follow the schools Child Protection Policy and procedures and refer child protection issues to the teacher responsible for Child Protection.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be, wherever possible, persuaded to talk to their parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly \*counselled about contraception, including precise information about where young people can access contraception and advice services.

*\*A teacher may discuss general issues relating to contraception and sexual health but as teachers are not health professionals they should not give individual advice on which method of contraception to use. They may, however, provide information about local services and may give individual students information about an appropriate health professional or clinic (even if the student has been withdrawn from sex education lessons by their parents). However, sexual health advice services should only be provided by health professionals.*

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's overarching confidentiality process.

***Please refer to the following school policies for further information.***

- PSHCEE
- Drugs Policy
- Anti-bullying
- Child protection
- Inclusion
- Curriculum

### **On site nurse drop in service (includes sexual health service)**

As part of the school nursing service, operated by Harrogate and District NHS Foundation Trust, the school currently has a 'Healthy Child Nurse' who provides a drop in service for students at Barlby High School. The drop in service, for any health related issues including sexual health is available each Monday during lunchtime and can be accessed by any student, no appointment is necessary.

### **Monitoring and Evaluation of Relationship & Sex Education**

It is the responsibility of the Curriculum area Leader for PSHEE to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. This will be done in consultation with members of the Senior Leadership Team.

The Governors Behaviour, Attendance and Safeguarding Committee is responsible for overseeing, reviewing and organising the revision of the Relationship & Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

### **Complaints**

Parent/carer/guardian or public complaints about a school's sex and relationships education provision should be addressed through the school's complaints procedure.

The schools complaints policy is available from the school website:

<http://www.barlbyhighschool.org/wp-content/uploads/2018/01/HLTY-COMPLAINTS-POLICY-Approved-December-2017.pdf>