

## Heckmondwike Grammar School

<b>Policy:</b>	Health Relationships & Sex Education
<b>Status:</b>	Statutory
<b>Last revision by:</b>	S Taylor
<b>Date of last revision:</b>	June 2019
<b>Open view on website:</b>	External

Approved by:	Governing Body
Approval date:	18.06.19
Date of next review:	November 2019

Action	Date	By whom
On secure website	June 2019	DJN
On public website (if applicable)	June 2019	DJN
In review schedule	November 2019	SAT

## HECKMONDWIKE GRAMMAR SCHOOL ACADEMY TRUST

### HEALTH, RELATIONSHIPS AND SEX EDUCATION POLICY

#### HEALTH EDUCATION

The rationale behind the course which is delivered primarily through PSHCE (Skills), Biology and RE has an emphasis on the giving of accurate information and the practising of the skills needed to make good personal choices and decisions in matters of health and relationships. We are committed to ensuring that pupils should have the opportunity to broaden and deepen their knowledge, understanding, skills and attitudes to all matters relating to personal, social and health education and that the learning should take place in a supportive atmosphere. Drugs and alcohol education is an important though not predominant component of the health education programme and is very much part of the process outlined.

Through our PSHCE programme we strive to increase children's confidence and self-esteem, and help them to learn and practise decision-making skills, including those necessary for resisting pressure from peers and others to behave in potentially damaging ways. The updated policy reflects recent emerging threats such as the availability of legal highs and online threats such as grooming and CSE.

The school places its delivery of sex education very much in this broad context. Because of the sensitive nature of the subject however it was felt necessary to outline for Governors and staff involved in the delivery of sex education more specific guidance and aims.

The aims are:-

1. to discover 'where pupils are' in their understanding of sexual matters and to take this into account when discussing sexual matters;
2. to generate an atmosphere of trust, where questions about reproduction and sexuality can be raised and answered without embarrassment;
3. to provide an agreed acceptable vocabulary for communicating about sexual matters with confidence and dignity;
4. to stress the value of 'family life' (taken in its widest definition) and the need for proper parental care for all youngsters;
5. to counteract myths, misunderstanding, folklore and confusions;
6. to elucidate the nature of human reproduction and child development in gradually increasing detail, and enable children to discuss how they feel about this;
7. to help pupils understand that they have rights (and should have control over who touches their bodies) and increase communication skills about these;

8. to provide information about pubertal changes (physical, emotional and social), to discuss all the implications and give help in adjusting to these changes, particularly for early and late developers who may be under stress;
9. to enable pupils to accept that variation in growth rates, size and age at which puberty starts is normal;
10. to reduce or eliminate any teasing about sexual matters, which many pupils fear, and which may amount to bullying;
11. to foster respect for other people's beliefs, feeling and needs;
12. to develop personal relationship skills and belief in the value of many different kinds of friendships, including platonic friendships, and in everyone's right *not* to be sexually active;
13. to challenge media stereotypes of gender, raise awareness of potential sexism and prejudice, and the value of equal opportunities for males and females;
14. to develop pupils' understanding of the moral issues involved in human sexual behaviour, and explore those held by different cultures and groups;
15. to be aware of the national and local provisions for health care, including family planning, maternity and child care, and prevention of disease;
16. to evaluate the sex education programme regularly and revise it in the light of pupils' responses and local and national initiatives;
17. to provide appropriate in-service training for those involved in teaching health, sex and relationships education.

The teaching of health education including sex and relationships education takes place in mixed sex classes. This is deliberate and appropriate and enables boys and girls at an early age to gain an understanding of male and female sexuality, growth and development and to explore issues of sexuality in an open atmosphere.

The programme involves the use of a variety of teaching methods including mini-lecture, video material, group discussion, pair-work, work-sheets and role-play. Where appropriate outside speakers may be used, as may presentations by theatre companies on health-related issues.

The latter are always checked beforehand for suitability and teachers are present at performances in order to ensure that balanced information is given.

## Health Education Resources

A small selection of resources are used in school to support the delivery of health education.

These include:

My Murder  
Contraception

BBC Education  
Locala NHS

All other resources are produced in school and cover topics such as drugs, alcohol (with a focus on young people and relationships), power in relationships, the law and stereotypes.

The School Nurse Service (Locala NHS) is also utilised as appropriate, for example to speak to Year 9 and lead a Q&A session on contraception and to speak to Year 10 and lead work on STIs.

## RELATIONSHIPS SEX AND EDUCATION

**Relationships and sex education is a life-long process informing physical, moral and emotional development. It encompasses the understanding and importance of family life; stable, loving relationships; love, care and the promotion of sexual health.**

### **Aim**

**The aim of relationships and sex education is to:-**

- teach about relationships, love, care and the responsibilities of parenthood as well as sex, with a view to supporting the Government's aim of reducing the instance of teenage pregnancies.
- focus on boys as much as girls.
- build self-esteem.
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- provide young people with information about different contraception, safe sex and make them aware of local sources of further advice and treatment.
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- link sex and relationship education with issues of peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol.
- raise awareness of risk factors in our society today, including online grooming and CSE.

### **Content**

In each year group, there is a focus on a specific component of relationships and sex education.

For example, in Key Stage 3, the content builds up over time as follows:

Year 7 - the main focus is on puberty and changes in the body, both physical and emotional

Year 8 - the main focus is on there being no such thing as 'normal', exploring and celebrating differences

Year 9 - takes a broader focus on sex education and considers contraception, the law, decisions around the 'right' time and underage sex.

Key stages 4 and 5 deal with sex and relationships in a wider context, considering issues such as consent as well as issues around identity.

Biological aspects of sex education are covered in Science lessons. Some elements of the health, sex and relationships programme are also delivered through assemblies.

### Teaching strategies

Sex Education is delivered through national Curriculum Science, Religious Education and PSHCE. Strategies to deliver the content could include:

- establishing "ground rules" with the pupils e.g.
  - no-one will have to answer a personal question
  - no-one will be forced to take part in discussion
  - only correct names of body parts will be used and explained factually
- using "distancing" techniques to de-personalise discussions e.g. role play, case studies, videos
- knowing how to deal with unexpected comments or questions e.g.
  - by establishing clear parameters about what is appropriate for a whole class setting.
  - by being prepared to discuss the matter later on an individual basis or to refer the pupil to an appropriate person.
- using group discussion and project learning e.g. "circle time", case studies and other structured activities.
- encouraging reflection e.g.
  - by asking pupils what they have learned from the discussion and / or from the experience of others and the extent to which this has helped them.
- use of approved external agencies to promote positive attitudes towards "safe sex" etc.
- to support pupils by raising awareness of suitable advisory agencies.

We also have a drop-in session and appointments with the school nurse each week where relevant issues can be discussed and guidance given to students as required.

### Parental Partnership

Under the Education Act 1993, Section 241, parents have a right to withdraw their children from all or part of the Sex Education programme, except that part which constitutes modules under National Curriculum Science.

Letters will be sent to parents explaining the content of the programme and those wishing to exercise their right of withdrawal must do so in writing to the Headteacher. Any other parents who would like to know further details of materials used can contact the relevant Student Support Manager for their child's year group at the school.

### **Monitoring and Review**

- The policy will be regularly monitored by the Assistant Head for each Key Stage, the Student Support Manager for each year group and the Form Tutors who deliver the programme.
- The policy will be reviewed frequently by the Assistant Heads for each Key Stage and at least every two years by the relevant member of SLT.
- Health, Relationships and Sex Education is supported by the school's wider curriculum and other topics in PSHCE, e.g. decision-making as well as the assembly programme across all three key stages