

# **Highbury Grove School**

## **Sex and Relationship Education Policy**

The policy was adopted by the Executive Governing Body 17 May 2017

Review date: Summer 2018

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## **SRE Duty**

All maintained secondary schools are required by law to provide Sex and Relationship Education (SRE) for all registered pupils. (Education Act 1996 and Learning and Skills Act 2000). This policy has been developed in accordance with DCSF Guidance (Ref: DfEE 0116/2000). It should be read in conjunction with the school's Learning, Child Protection and Anti Bullying policies.

## **Aims of the policy**

Highbury Grove aims to prepare our students for an adult life in which they can understand the consequences of their actions and behave responsibly in all types of relationship. Learning in SRE takes place both within the formal curriculum and the values implicit in every aspect of the school. As a result, SRE is central to our students' learning journeys, contributing to them becoming responsible, reasoning, reflective, resourceful and resilient. In SRE, students learn how to build positive relationships with others, involving trust and respect within a critically evaluated moral framework. Students gain knowledge and understanding of human sexuality in all its forms. They learn how to access health advice and support, as well as developing skills necessary for practicing self-control and making responsible choices. These skills include communicating effectively in order to avoid being pressured into unwanted or unprotected sex. Students also gain insight into how the law applies to sexual relationships.

Highbury Grove will address issues such as FGM and forced marriage through PSHE and other bespoke interventions. We work closely with our school nurse and identify where there is need.

## **SRE consists of:**

### *Attitudes and Values*

- Learning the importance of respect, love and care.
- Learning the value of family life, stable and loving relationships, and marriage. Learning the need to think critically about moral decisions.
- Learning the responsibility associated with the nurture of children.

### *Personal and Social Skills*

- Learning to appreciate the consequences of choices made.
- Learning to manage emotions and relationships confidently and sensitively. Learning to have self-respect and empathy for others.
- Learning to avoid exploitation and abuse (both as victim and perpetrator).

### *Knowledge and Understanding*

- Learning about human physical development.
- Learning about human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about methods of contraception (as a means of both preventing unwanted pregnancy and STI transmission) and the range of local and national sexual health advice, contraception and support services.
- Learning about the reasons for, and benefits from, delaying sexual activity.

It is important to note that effective SRE does not encourage early sexual experimentation. Research demonstrates that effective SRE can help young people to learn the reasons for, and the benefits to be gained from, delaying such activity. In addition, research with families shows that children cannot rely on their parents to talk to them about puberty or sex. It is particularly the case that some young women and young men from some minority ethnic communities may rely on schools as their main, and sometimes only, source of sex education. At the same time, we are aware of the moral code, values and religious

backgrounds of our students and our community. We acknowledge and respect these values and they are considered in our approach to SRE.

### **Organisation**

We teach Sex and Relationship Education through different aspects of the curriculum such as drop day lessons, tutorials and external paraprofessional workshops.

While we carry out the main relationships and sexual health education teaching in our personal, social and health education (PSHE) curriculum, we also teach some relationships and sexual health education through other subject areas (for example, science and PE). These curriculum areas mainly contribute to gain understanding about the human body, and how it is changing and developing. The physical aspects of puberty and reproduction are also included in Science. (Appendix 1)

The PSHE Curriculum focuses more on the emotional aspect of developments and relationships (Appendix 2)

The PSHE Curriculum is delivered through the PSHE and Citizenship drop sessions and para professionals. This means materials are relevant and include up to date and accurate information. It also uses;

‘active’ and discussion based techniques appropriate for the subject matter with ‘distancing’ techniques built in to allow objective discussions. There is also support from external professionals where appropriate. It is also partly delivered by form tutors, who work closely with their tutees over a number of years and are aware of each student’s individual circumstances.

### **Method**

It is essential that schools can help children and young people to develop confidence in talking, listening and thinking about sex and relationships. Some students may find certain issues or questions raised in Relationships and Sexual Health Education sensitive. In order to deal with these questions or issues certain ground rules will be established beforehand. These ground rules prohibit inappropriate personal information being requested or disclosed by those taking part in the sessions.

When students ask questions, the teacher will aim to answer them honestly. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concern about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. The teacher will pass on this concern to the safeguarding team via the email address and pastoral team. Highbury Grove aims to make decisions after consultation with our students and with regard to Relationships and Sexual Health Education Policy students’ views are listened to and incorporated.

Teachers or tutors will be given guidelines on how to deal with questions and advice how to teach certain aspects of the curriculum. Relevant skill clinics will take place to assure that teachers and tutors have a sound knowledge and understanding on every aspect of Relationships and Sexual Health Education. If a member of staff feels uncomfortable with teaching certain aspects of the curriculum he or she will be supported or occasionally relieved of their responsibility. Support will be provided by the year team or from the PSHE Co-coordinator.

We will encourage other valued members of the community to work with us and provide further advice and support our students. Also health professionals, such as the school nurse play a significant role and provide valuable support in our SRE program. Other people that we may call on include social workers and youth workers.

### **Inclusion**

We acknowledge the needs of different ethnic groups. We will respond to parental requests or concerns if they feel certain issues are inappropriate to be taught in mixed groups. Young

people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and we aim to be sensitive to their needs. Teachers will honestly and sensitively deal with questions about sexual orientation and offer support. Students with Special Needs will be offered provision appropriate to their particular needs. The PSHE Co-ordinator and the responsible person of charge of the relevant curriculum area will work on an individual program, taking specialist advice where necessary.

### **The role of parents/carers**

The primary role in children's relationships and sexual health education lies with parents and carers. We wish to build a positive and mutual supporting relationship with parents, carers and the wider community. These relations are based on trust, understanding and co-operation. Parents and Carers questions are answered and issues and concerns raised are taken seriously. Parents and Carers are encouraged to be involved in reviewing the school policy and are invited to suggest modifications. With this mutual exchange children will benefit from being given consistent messages from school and home.

Parents who wish further advice will be informed about best practice known with regard to sex and relationship education. Parents have the right to withdraw their child from part of the relationship and sexual health education except for those parts included in the statutory Science Orders (appendix 1). There will be notification to parents via the website that students are undertaking SRE sessions prior to the start of those sessions. If a parent wishes their child to be withdrawn from SRE lessons or certain parts of the SRE lessons, they should discuss this with the head teacher.. In such cases school will offer information packs.

### **Confidentiality**

Teachers and paraprofessionals conduct relationships and sexual health education lessons in a sensitive manner. They cannot offer unconditional confidentiality. However, it is only in the most exceptional circumstances that school is in the position of having to handle information without parental knowledge. If a young person makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection and follow the relevant steps. If a child indicates that they may have been a victim of abuse a member of staff will talk to the child as matter of urgency. All such issues are referred to the Child Protection designated teacher; the procedures are outlined in the child protection policy.

### **Monitoring and Review**

The staff responsible for its co-ordination and delivery, and the governing body will review the Relationships and Sexual Health education policy and programme annually and modifications will be made if necessary.

### **Dissemination of Policy**

A copy of the policy will be issued to all new parents, staff and Governors. Additional copies will be made available in the school office and on the school website.

## Appendix 1

### NATIONAL CURRICULUM SCIENCE – STATUTORY SRE ELEMENTS

#### KS3

- Fertilization in humans is the fusion of male and female cell
- Physical and emotional changes that take place during adolescence
- Human reproductive cycle including the menstrual cycle and fertilisation
- How the growth and reproduction of bacteria and the replication of viruses can affect human health

#### KS4

- Hormonal control in humans including sex hormones
- Medical uses of hormones, including the control and promotion of fertility
- How sex is determined in humans

### Statutory SRE Science Curriculum as taught at Highbury Grove School Islington

Year 7	Year 9	Year 10 – GCSE Science and GCSE	Year 11 GCSE science
Label the reproductive organs and learn about their functions Sexual intercourse Development in the uterus of placenta and foetus Fertility treatment The menstrual cycle Giving birth Growing up including secondary sexual characteristics The human life cycle	Genetics – the science of inheritance	<b>Biology</b> Inheritance – genetics / inherited disorders Hormonal control of menstrual cycle	Genetics The human life cycle <b>Year 11 Biology</b> The menstrual cycle Infertility treatment Growth and life cycle

## Appendix 2 SRE at Highbury Grove

Year: 7      Topic: Puberty & emotions

Lesson/Session	Learning Outcomes
1. Sexual Organs & Menstruation	<ul style="list-style-type: none"> <li>• Pupils know how male and female bodies change at puberty and that the changes happen gradually and at different times</li> <li>• Pupils know the male and female parts of the body and recognise that everybody is unique</li> <li>• Pupils are confident and comfortable about the changes that happen at puberty and feel able to discuss them</li> </ul> <p>Pupils know how male and female bodies change at puberty and that the changes happen gradually and at different times</p> <ul style="list-style-type: none"> <li>• Pupils understand menstruation</li> <li>• Pupils are confident and comfortable about the changes that happen at puberty and feel able to discuss them</li> </ul>
2. Sexual Intercourse	<ul style="list-style-type: none"> <li>• Pupils understand conception and fertility</li> <li>• Pupils understand why people choose to have an intimate relationship</li> <li>• Pupils can discuss first sex and why people have sex</li> </ul>
3. Personal Hygiene	<ul style="list-style-type: none"> <li>• Pupils understand the changing need for personal hygiene</li> <li>• Pupils know how to use hygiene products</li> <li>• Pupils have some strategies for managing new feelings and changing relationships with parents and carers</li> </ul>
4. Relationships	<ul style="list-style-type: none"> <li>• Pupils understand how relationships with their peers may change and have some strategies for managing this</li> <li>• Pupils understand that it is normal for powerful feelings to develop at puberty, such as fancying people, falling in and out of love physical attraction and crushes</li> <li>• Pupils understand the range of different relationships</li> <li>• Pupils understand why people choose to have an intimate relationship</li> </ul>
5. Emotions	<ul style="list-style-type: none"> <li>• Pupils are confident and comfortable about the changes that happen at puberty and feel able to discuss them</li> <li>• Pupils understand that changing moods are normal during puberty</li> <li>• Pupils can talk about feelings</li> <li>• Pupils understand how relationships with their peers may change and have some strategies for managing this</li> </ul>

**Year: 8**

**Topic: Sexual Health and Positive behaviours**

Lesson/Session	Learning Outcomes
1. Assertiveness	<ul style="list-style-type: none"><li>• Pupils understand assertive behaviour</li><li>• Pupils have developed some skills to respond positively to a variety of pressures</li><li>• Pupils can demonstrate some negotiation and assertiveness skills relating to sex and contraception</li></ul>
2. Sexual stereotyping and bullying	<ul style="list-style-type: none"><li>• Pupils can identify influences on behaviour e.g. gender, parents, media (including pornography), peers, culture, religion</li><li>• Pupils are able to identify stereotyping and bullying (gender, sexual and homophobia) and understand where it comes from and how it is perpetuated</li></ul>
3. Sex and Contraception	<ul style="list-style-type: none"><li>• Pupils understand the reasons for having relationships</li><li>• Pupils are able to identify what they want and value from relationships</li><li>• Pupils can discuss first sex and why people have sex</li><li>• Pupils understand conception and fertility</li><li>• Pupils know that contraception prevents pregnancy</li><li>• Pupils know the main types of contraception and how they work</li><li>• Pupils know how to use a condom</li></ul>
4. Sexual Health	<ul style="list-style-type: none"><li>• Pupils know about some common STIs: what they are, how they are transmitted, their symptoms, that they can be treated and how to prevent them</li><li>• Pupils know the range of available sexual health and relationships services, what they offer and how to access them</li></ul>
5. HIV, accessing services	<ul style="list-style-type: none"><li>• Pupils understand about HIV</li><li>• Pupils understand that different types of sexual activity carry different risks and pleasures, and know some ways of managing these risks</li><li>• Pupils understand that sexual health is both physical and emotional, and that respect and responsibility are central to it</li></ul>

Year: 9

Topic: Behaviour in relationships; sexual health

Lesson/Session	Learning Outcomes
1. Relationships	<ul style="list-style-type: none"><li>Pupils are able to identify what they want and value from relationships</li><li>Pupils are able to identify what is acceptable and unacceptable in a relationship</li></ul>
2. Domestic violence	<ul style="list-style-type: none"><li>Pupils are able to identify what is acceptable and unacceptable in a relationship</li><li>Pupils understand what domestic violence is</li><li>Pupils know how to get support and help</li></ul>
3. Assertiveness	<ul style="list-style-type: none"><li>Pupils understand assertive behaviour</li><li>Pupils understand what consent means</li><li>Pupils can demonstrate some negotiation and assertiveness skills relating to sex and contraception</li></ul>
4. Contraception	<ul style="list-style-type: none"><li>Pupils know that contraception prevents pregnancy</li><li>Pupils can suggest reasons why to use and carry contraception</li><li>Pupils know the main types of contraception and how they work</li></ul>
5. Sexual Health	<ul style="list-style-type: none"><li>Pupils understand that different types of sexual activity carry different risks and pleasures, and know some ways of managing these risks</li><li>Pupils know the range of available sexual health and relationships services, what they offer and how to access them</li></ul>



Year: 10

Topic: contraception, decision-making, pregnancy

Lesson/Session	Learning Outcomes
1. What is a relationship?	Much more focus on emotional aspects
2. Consent	<ul style="list-style-type: none"><li>• Pupils can make decisions about whether to be sexually active</li><li>• Pupils are aware of some of the issues and skills surrounding contraception use and decision-making</li></ul>
3. Contraception & STIs	<ul style="list-style-type: none"><li>• Pupils know about contraception – what it is, how it is used, how to get it – and have negotiating skills in using it</li><li>• Pupils know how to access and what to expect from sexual health and relationship services</li><li>• Pupils are aware of some of the issues and skills surrounding contraception use and decision-making</li></ul> <p>Pupils can identify the physical and emotional elements that make up safer sex</p> <ul style="list-style-type: none"><li>• Pupils know about STIs</li><li>• Pupils know about contraception – what it is, how it is used, how to get it – and have negotiating skills in using it</li></ul>
4. Pregnancy & pregnancy options	<ul style="list-style-type: none"><li>• Pupils recognise the symptoms of pregnancy</li><li>• Pupils can empathise with the dilemma of unintended pregnancy and can identify the advantages and disadvantages of the different pregnancy options</li><li>• Pupils understand the different circumstances in which unwanted/unplanned pregnancy can occur, including non-consensual sex</li><li>• Pupils know where they can get professional support and confidential services</li><li>• Pupils understand the basic facts about abortion</li><li>• Pupils understand that people hold a range of different views and beliefs about the different pregnancy options</li></ul>
5. Pornography and pleasure	<ul style="list-style-type: none"><li>• Pupils critically evaluate the role of pornography in shaping attitudes towards sex and towards relationships</li><li>• To understand the law surrounding pornography</li><li>• Students consider the importance of positive feelings in sexual relationships</li></ul>

**Year: 11      Topic: taking responsibility**

Lesson/Session	Learning Outcomes	Notes
1. defining sexuality	<ul style="list-style-type: none"> <li>• Pupils are aware of different experiences relating to sex and relationships and have an understanding of sexuality (ERB)</li> <li>• Pupils understand the influences on decisions relating to sex and relationships (ERA)</li> </ul>	Please flag up support resources all the way through this session
2. Pornography	<ul style="list-style-type: none"> <li>• Pupils understand how pornography and sexualised media can influence expectations of behaviour in sex and relationships (ERC)</li> </ul>	
3. Sex and the Law	<ul style="list-style-type: none"> <li>• Pupils understand the effects of alcohol and drugs on sexual behaviour (SSJ)</li> <li>• Pupils understand the law and their rights relating to sex (ERI)</li> </ul>	Visit by Schools Consent Project
4. Intimate relationships	<ul style="list-style-type: none"> <li>• Pupils are aware of different experiences relating to sex and relationships and have an understanding of sexuality (ERB)</li> <li>• Pupils are able to identify what they want, enjoy and value within sex and relationships and have explored their own expectations and limits (ERD)</li> <li>• Pupils can make decisions about whether to be sexually active (ERE)</li> <li>• Pupils understand what consent means in the context of sex and relationships (SSA)</li> </ul>	
5. Parenting	<ul style="list-style-type: none"> <li>• Pupils understand what skills and qualities are necessary for parenting, and what practical circumstances make parenting easier (PAC)</li> <li>• Pupils understand the demands and challenges of parenthood and the impact that parenting can have on relationships, lifestyle and opportunities (PAB)</li> </ul>	
6. HIV/AIDS	<ul style="list-style-type: none"> <li>• to develop knowledge about the facts of HIV/AIDS, dispelling common myths</li> </ul>	Use Life in My Shoes film and resource
7. HIV/AIDS	<ul style="list-style-type: none"> <li>• to consider the effects of stigma and prejudice on an individual</li> <li>• to develop empathy for those in difficult situations</li> <li>• to reflect on students' own assumptions and attitudes.</li> </ul>	Use Life in My Shoes film and resource