



# Henley Bank High School

## Policy for Sex and Relationships Education

### **Approval and review:**

This policy is the responsibility of: Head of School

This policy was approved by the Local Governing Body on: 5 February 2018

This policy is due for review by: February 2019

This Policy for Sex and Relationships Education applies to Henley Bank High School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Head of School to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Student Welfare Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Student Welfare Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Head of School should be consulted.

*HENLEY BANK HIGH SCHOOL is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY*

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## Sex & Relationships Education Policy



### 1.0 Purpose

#### Why we have this policy in place:

1.1 Schools provide a setting in which young people can be offered appropriate teaching about sex and relationships education (SRE). The purpose of SRE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others, make well-informed, appropriate decisions and form and sustain healthy relationships

1.2 There are four major areas where sex education may occur:

- ◆ the formal curriculum –the planned programme of learning activities which are expressed through the school timetable
- ◆ the hidden curriculum – all that students learn in the school which is not intentionally taught or communicated by the teachers and the school system
- ◆ the extended curriculum – those activities that are offered outside school hours to extend and enrich the students’ learning experience. Through residential and work experience, clubs and societies, holidays and visits, the student will be influenced by those which whom s/he meets and relates.

1.3 Parents have a vital role to play in SRE. The home may have a positive or negative effect upon levels of knowledge and the quality of decisions students make and Henley Bank High School recognises the diversity of children’s experience. There may be parental concerns about the place of SRE in school – there is certainly a need for partnership between parents and the school so that each party’s stance on SRE is understood and respected.

1.4 A planned programme of SRE should prepare young people for an adult life in which they can:

- ◆ develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- ◆ be aware of their sexuality and understand human sexuality
- ◆ understand the arguments for delaying sexual activity
- ◆ understand the reasons for having protected sex
- ◆ understand the consequences of their actions and behave responsibly within relationships
- ◆ have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what type of relationships they want
- ◆ communicate effectively
- ◆ have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV
- ◆ avoid being exploited or exploiting others
- ◆ avoid being pressurised into having unwanted or unprotected sex



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- ◆ get confidential sexual health advice, support and, if necessary, treatment
- ◆ know how the law applies to sexual relationships
- ◆ make positive choices in appropriate use of the internet

### 1.1 Objectives for SRE

- ◆ to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- ◆ to enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- ◆ to enable students to understand the impact of external factors, such as the media, Internet, peer groups and remain well-informed and independent decision-makers
- ◆ to enable students to develop the ability to form positive, non-exploitive relationships
- ◆ to enable students to be aware of personal, psychological, emotional and physical changes in themselves and others
- ◆ to enable students to understand the process of human reproduction
- ◆ to emphasise the role and the value of family life
- ◆ to enable students to know what is and what is not legal in matters relating to sexual activity
- ◆ to inform students of where they can go for further information and advice
- ◆ to enable students to protect themselves and others from sexual exploitation on-line

### 2.0 Procedures

2.1 Aspects of SRE form part of the National Curriculum programmes of study in science. Other aspects are taught within Religious Education programme. The most recent government guidance (Sex and Relationship Education, DfEE 2000) places SRE within the framework of Personal and Social Development. The quality of the PSHE programme is the responsibility of the PSHE co-ordinator

2.2 The planning of the SRE curriculum puts the emphasis on the ability of students to make informed choices and take responsibility for their own actions, as well as simply imparting knowledge. SRE is taught within the PSHE curriculum by a specialist team of staff and is organised in a way that it will guarantee continuity and progression, and enabling students to revisit and extend their learning throughout their time in school.

2.3 Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships in mind. Among the values promoted are:

- ◆ respect for oneself and other people
- ◆ taking responsibility for one's actions in all situations
- ◆ honesty and loyalty in relationships
- ◆ the importance and responsibilities of the family unit for all members
- ◆ sensitivity towards the needs and views of others



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- ◆ to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- ◆ to recognise and accept the differences of others

2.4 The media, especially magazines and the internet for teenagers, are an increasingly important source of information and have a significant bearing on students' attitudes. When preparing schemes of work and individual lesson plans, teachers are aware of the role of these media

2.5 Henley Bank High School provides support and advice for individual students in a number of different ways and a variety of different people – the tutor, the school nurse, the counselling team, the teacher, the Head of Year, the Senior Leadership Team link. Different people may well be appropriate in different situations

### **3.0 Monitoring, Evaluation and Review**

The effectiveness of the school's implementation of the Sex and Relationships policy will be reviewed by:

- ◆ Tutors as they lead the members of their tutor groups in tutorial activities
- ◆ Teachers as they assess progress through schemes of work
- ◆ Head of Years as they monitor the work of their PSHE teams in challenging and supporting students to meet teaching and learning targets
- ◆ SLT links as they monitor, evaluate and review the work of curriculum
- ◆ The policy will be reviewed as part of the annual self-evaluation cycle and amendments proposed will be ratified by the Governing Body