Policy Name: Sex & Relationship Education Policy
Date of Last Review: Summer 2018
Date of Next Review: Spring 2019
SLT Responsible: Assistant Principal
1.0 Rationale

1.1 Hayes School supports the personal and social development of all students, ensuring that they have the ability to accept their own and others sexuality, to express their sexuality in positive and appropriate ways, and to enjoy relationships based on mutual respect and responsibility. Students need to be safe, healthy, given information, and opportunities for discussion, which will enable them to explore their own feelings and to make informed choices as a result. We recognise that it is essential that lessons are sensitive to a range of views ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law in relation to forced-marriage, female genital mutilation and abortion. It will also cover the concept of, and legislation relating to, equality.

1.2 The Sex and Relationships Education Policy has been developed in accordance with the current requirements of the law, taking into account the Children’s Act 2004, the Education Act 1996 sections 403 and 405, and Sex and Relationship Education Guidance 2000, which sets out the legal powers and duties of school governors and staff with regard to the content and methodology of Sex & Relationship Education in schools.

1.3 This policy has been written to take account the revised National Curriculum and the need for guidance arising out of the new Personal, Social and Health Education (PSHE) framework and the Social Exclusion Unit report on teenage pregnancy.

1.4 The objective of sex and relationship education at Hayes School is to help and support young people through their physical, emotional and moral development, helping young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2.0 Sex and Relationships Education (SRE)

2.1 Sex and Relationship Education (SRE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

2.2 Section 405 of the Education Act 1996 enables parents/ carers to withdraw children from sex education other than that which is in the National Curriculum. Parents at Hayes are able to show their views on entry to the school on the permission documentation.

3.0 The Sex and Relationship Education Programme at Hayes aims to:

- Provide a programme which is tailored not only to the age, but also the understanding of students;
- Present information in an objective, balanced and sensitive manner, which demonstrates an awareness of the law on sexual behaviour;
- Use young people as peer educators, e.g. teenage mothers and fathers;
4.0 Skills

Students at Hayes will develop the following key skills:

- Emotional Skills—managing emotions confidently, developing empathy for others, developing independence of thought and behaviour
- Social Skills—developing and maintaining relationships with others, taking responsibility for their own and others’ emotional and sexual health.
- Communication Skills—learning to participate effectively, to listen and ask questions, express emotions, give opinions.
- Negotiation Skills—resisting peer pressure and ensuring that they get what is best for them, managing and resolving conflict.
- Practical Skills—caring for self and others.
- Decision Making Skills—managing real life dilemmas, assessing risk and making informed choices.

In addition they will also be following the learning skills at Hayes School:

- Leadership—leading with positive examples, using own initiatives and ideas within teamwork, self motivation etc
- Creativity—developing research methods and understand situations with a different approach, developing situations from scratch and having different views and perspectives.
- Teamwork—listening and covering other people’s views, asking for help when needed, taking responsibility within a group and giving constructive feedback to others within the group
- Independence—students acting on feedback and self—reflection, taking responsibility for actions and progress, applying learning to new and different contexts, persevering to meet the success criteria and approaching their learning through curiosity and motivation.
5.0 Delivery

5.1 Hayes School believes that learning about sexuality and relationships is a lifelong process and that this will occur both in the school and the home settings, in both formal and informal ways. Sex & Relationship education will be delivered using a variety of activities which will engage boys as well as girls, matching their different learning styles. We recognise and respect students’ different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be ‘emerging’) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

5.2 Sex & Relationship Education is much too important to be left to chance and therefore it is part of a well-planned, coherent and relevant programme of study. Tutors, Achievement Co-ordinators and the School Nurse will deliver Sex & Relationship Education through the ACTIVE lesson period 1 Wednesdays which encompasses health and citizenship. This is in addition to the National Science and RE curriculum topics. Students are taught Sex & Relationship Education in mixed ability groups, unless it is deemed inappropriate. Single sex groups may be appropriate for certain topics so that students can speak about the body in single gender groups e.g. puberty in Year 7 and breast and testicular cancer in Year 10.

6.0 Teaching Approach

DVDs are used to provide information and to trigger discussion points. They are also useful in putting across a range of different viewpoints which may not otherwise be expressed. All videos used are viewed by teaching staff beforehand, to ascertain their suitability and relevance. It is recognised that discussion, either as a whole class or in groups, may cause embarrassment amongst some students. All staff are aware of the need to allow students to excuse themselves from discussions which they find threatening or uncomfortable. The confidentiality of the information shared must be stressed before controversial topics are tackled.

Occasionally, theatre groups & outside speakers may be invited into school, particularly to deal with the area of AIDS/HIV and STI’s. Staff always takes the opportunity to attend briefing sessions on these activities, and are aware of the need for careful vetting of such productions. Similarly, any leaflets which may be issued to students are examined by the Health & Sex Coordinator, Tutors/Achievement Co-ordinators before they are used. All visitors to the school abide by the school’s policy.

The Health & Sex Education Co-ordinator is responsible for the monitoring and co-ordination of Sex & Relationship Education programmes. Along with the ACTIVE team and Achievement Co-ordinators they have responsibility for the day to day running of Sex & Relationship Education courses involving the duplication of resources and general support of tutors.

7.0 Responsibilities

7.1 Under the revised National Curriculum published in 1999, the Governing Body at Hayes is responsible for producing and maintaining a written policy on Sex & Relationship Education (SRE), which will then be made available to parents through our website. Professional advice from the Principal and other school staff will have been sought during this process. Governors are also responsible, through
delegation, for the content of Sex & Relationship Education courses and the school's overall teaching approach.

8.0 Provision of Sex & Relationships Education at Hayes

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>Personal Safety which teaches students to recognise situations where they are at risk and to deal with them assertively. The girl’s education will cover a talk concerning menstruation and types of sanitary protection. The boys’ education will cover personal hygiene and changes at puberty, to become familiar with physical &amp; emotional changes associated with puberty. To recognise the changes in responsibility and in relationships. This is delivered by the school nurse team. In the Year 7 Science curriculum students are given factual information about human growth, puberty and menstruation, human reproductive systems, conception and contraception, foetal development, birth and parental care.</td>
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<tr>
<td>Year 8</td>
<td>A bespoke one day course that focuses on decision making and the consequences of decisions. This is coordinated by the London Fire Brigade with additional help form other external agencies, supported by Hayes Staff.</td>
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<tr>
<td>Year 9</td>
<td>Your Choice Your Voice extracurricular day covering anatomy, sexually transmitted diseases, HIV and AIDS, personal safety, drugs and alcohol. This is a bespoke day presented by a team of professionals including the school nurse and supported by Hayes staff. In science Year 9 students learn about specialised cells, including sperm and eggs.</td>
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<tr>
<td>Year 9 (RE)</td>
<td>Topics such as relationships/abortion are discussed from a moral perspective, along with their implication for different religious viewpoints.</td>
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<td>Year 10</td>
<td>Topics such as Drugs will involve discussion of HIV transmission. Sexual Health will be delivered by the School Nurse which will include sexually transmitted infections (signs/symptoms) with the focus on safe sexual relationships, condom use, how sexually transmitted infections are spread. Breast and testicular cancer. A follow up Your Choice Your Voice session will also be arranged and delivered by Bromley Healthcare and supported by Hayes Staff.</td>
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<td>Year 10 and 11 (RE GCSE Option)</td>
<td>RE - Faith &amp; Ethics delivered on Christian, Hinduism &amp; Islam Perspectives on the role of sex, contraception, abortion, fertility, marriage and divorce. This module is compulsory in order to fulfil the syllabus.</td>
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<td>Year 11 (PHSE)</td>
<td>Personal, Social and Health Education (PSHE) lessons should cover the subjects of HIV and AIDS and Relationships. Sexual Health will be delivered by tutors on subjects around sex education and parenting. Science topic on genetic engineering and drugs.</td>
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<tr>
<td>Year 12/13 RE, Sociology</td>
<td>Topics including abortion, genetic engineering and sexuality.</td>
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(A Level - Optional)

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<thead>
<tr>
<th>Year 12/13 (PSHE)</th>
<th>HIV/AIDS &amp; STIs.</th>
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<tr>
<td>Year 7 and 11 (Science)</td>
<td>Compulsory under the National Curriculum Science</td>
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<td><strong>Key Stage 3</strong></td>
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<td></td>
<td>1. That fertilisation in humans... is the fusion of a male and a female cell</td>
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<td></td>
<td>2. About the physical and emotional changes that take place during adolescence</td>
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<td></td>
<td>3. About the human reproductive system, including the menstrual cycle and fertilization</td>
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<td></td>
<td>4. How the foetus develops in the uterus</td>
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<td></td>
<td>5. How the growth and reproduction of bacteria and the replication of viruses can affect health</td>
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<td><strong>Key Stage 4</strong></td>
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<td>1. The way in which hormonal control occurs, including the effects of sex hormones</td>
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<td>2. Some medical uses of hormones, including the control and promotion of fertility</td>
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<td></td>
<td>3. The defence mechanisms of the body</td>
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<td>4. How sex is determined in humans</td>
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| Year 10/11 Science | Moral and ethical standpoints about genetic engineering, stem cell research, global warming. |

9.0 **Sensitive Issues**

9.1 **Abortion**

Any discussion of abortion should involve the views of religious faiths, and both medical and ethical considerations. The religious convictions of students and their parents will be respected. However it is important through appropriate information and advice on contraception and on delaying sexual activity to reduce the incidence of unwanted pregnancies.

9.2 **HIV/AIDS/STIs**

Informative discussions covering the transmission of the HIV virus will, by the very nature of the subject, cover sexual acts and practices, helping students clarify their knowledge about HIV/AIDS and STI’s, teaching them assertiveness skills for negotiating relationships and enabling them to become effective users of services that help prevent/treat STI’s and HIV.

Teachers will deal sensitively and objectively with information of this kind, at the same time trying to avoid bias and prejudice. Staff are also aware that they may be dealing with students who are HIV positive, or who may have close links with others who are.
It may be the case that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. When such discussion is relatively limited and placed within the context of the subject concerned, it will not necessarily contribute to a part of a programme of sex education. Teachers will endeavour to answer students' questions honestly and sensitively and in such a way that takes the context into account.

### 9.3 FGM

**Definition**

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” World Health Organisation, 2007

Students will be taught that the Government advises that FGM is considered child abuse in the UK and is a serious violation of the human rights of girls and women. As such cases should be reported to the designated safeguarding lead. In addition they will be taught that the Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child. FGM is covered in the ACTIVE curriculum.

### 10.0 Confidentiality

Teachers are aware that effective sex & relationships education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. Any worries or fears students bring into the classroom should not go unnoticed by teachers, teachers & staff can not offer unconditional confidentiality. If a member of staff suspects that a child is a victim of abuse or they have a reason to believe that the student is at risk of abuse, they should report their concerns following procedures set out in the Safeguarding and Child Protection Policy. Teachers cannot promise confidentiality. Students will be made aware that any incident may be conveyed to the Principal and possibly their parents. Teachers make a professional judgement about confidentiality having heard the information and decide at which point the information must be passed on. This judgement should be shared with the student so that a decision can be made whether to proceed or not.

### 11.0 Advice to Students

It is important to realise that giving students advice on their personal sexual behaviour may not be appropriate in the view of the DfE.

Teachers may provide information about contraception but **not personal advice** to individual students less than 16 years, the legal age of consent.

Teachers may, however, encourage individual students to seek professional health advice when appropriate. There is therefore no legal barrier to teachers giving encouragement and explicit information on using local sexual health services to all students, either individually or as part of a sex
education programme. In all cases, however, the teacher has a general duty to ensure that the students are aware of moral, physical and legal implications.

On the specific question of the provision of contraceptive advice to students under 16, the general rule must be that giving an individual student advice on such matters without parental knowledge or consent, would be deemed an inappropriate exercise of a teacher's professional responsibilities.

A teacher approached by students for advice on these, or other aspects of sexual behaviour, should therefore, wherever possible, encourage them to seek advice from their parents/guardians and, if appropriate, from the relevant health service professional. Where circumstances are such that the teacher is led to believe that the students have embarked upon, or are contemplating, a course of conduct which is likely to place them at moral or physical risk, or in breach of the law, the teacher has a general responsibility to ensure that they are aware of the implications, and are urged to seek advice. In all instances the matter should be discussed with the lead for Child Protection and Safeguarding and their absence the deputy lead. In such circumstances, the teacher should inform the Head teacher and, where the student is under age, the parents/guardians should be made aware, preferably by the students themselves. In the latter case, the teacher should check that this has happened.

12.0 Information to Parents

Reviewed Spring Term 2017 Section 405 of the Education Act 1996 gives parents the right to withdraw their children from either part, or all, of the Sex Education provided by the school. In order to exercise this right, and to make an informed decision about whether to withdraw their children, the list of the Sex Education topics covered in all areas of the curriculum 7.0 is available on the website for parents. This information will be provided in a newsletter to parents/guardians. Parents/guardians who wish to withdraw their children from all, or part, of the Sex Education Programme, should inform the Principal of their decision. Parents/guardians are very welcome to meet members of staff to discuss their decision and to view materials about which they may be concerned, but they are under no legal obligation to do so. Students who are withdrawn from Sex & Relationship Education lessons will be provided with alternative work. The situation will be handled sensitively, in order to avoid embarrassment or comments from their peers. Parents/guardians will be given an opportunity to view dvds and other materials used in Sex & Relationships Education lessons, and other subject areas where matters of a sensitive nature are addressed.

Date policy Agreed: Spring 2017       Policy Review Date: Spring 2018

Signatures: Principal: ______________
Chair of Governors: ________________