



Dame Alice Owen's School

HEALTH, SEX AND RELATIONSHIPS (HSR) POLICY

Agreed by the Governing Body Curriculum Committee October 2015

[awaiting ratification by the full Governing Body in November 2016]

To be reviewed Autumn 2017
(reviewed every 2 years)

To be monitored by the SLT and Sara Jones (Co-ordinator, PHSE and Effective Form Time)

Health and sex programmes in school probably have only a minor role in shaping a student's attitudes and beliefs. We recognise that the student's family, the mass media and society itself are probably more powerful influences. However, the ethos pervading the school will undoubtedly have an influence in determining the outlook of students in our care. All staff have a responsibility to encourage a dialogue with students regarding health and sex education.

We aim to promote the spiritual, moral, cultural, mental and physical development of students and prepare them for the experiences of adult life.

How HSR education works within our school values

HSR is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims

- to promote healthy lifestyles
- to develop in our students a sense of responsibility towards themselves and others
- to promote healthy relationships as a key factor of pupil's emotional health and wellbeing
- to promote the significance of marriage, civil partnership and stable relationships as key building blocks of community and society; and
- to educate pupils about the responsibilities involved in undertaking a sexual relationship. This should involve discussion of unwanted pregnancies and sexually transmitted diseases, particularly HIV/AIDS.

- to ensure that students understand the need to foster healthy relationships online as well as in person
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

Through the Health, Sex and Relationships programme pupils will aim to develop the following personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse

Dealing with sensitive issues

The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

The school

- will provide students with accurate and up to date information
- will ensure that information is given in an unbiased and non-judgmental fashion, considering the school's Single Equality Policy
- will ensure that information given is appropriate to the age of the students involved, acknowledging that young people shouldn't feel pressure to engage in sexual activity
- will support pupils with appropriate pastoral care
- recognises the vital role and shared responsibility of parents and guardians in this area of pupils' education
- will provide a forum in which pupils can discuss with each other, staff and outside agencies the different aspects of health related issues in an open and frank atmosphere
- will ensure that a programme exists that delivers effectively all aspects of health education in the (Science) National Curriculum at KS-3 and KS-4
- will arrange for suitable outside speakers to address pupils where practicable
- will use Effective Form Time to address those areas of Health and Relationships education (including online relationships) that are best suited to that environment
- will ensure a dialogue is open with parents regarding the provision of health and sex education. Activities focusing on health and sex education will be publicised to parents via ParentMail

- will canvass the opinions of pupils regarding the effectiveness of the provision of health and sex education
- will use the Life VLE to signpost pupils towards selected reputable agencies; and
- will monitor delivery to ensure that student entitlement is met uniformly, offering Inset to staff members to help them to achieve this
- will provide an easy reporting system for students who receive inappropriate messages or images via ecommunications.

Right of Withdrawal

Under section 405 of the Education Act 1996, parents may, if they wish, withdraw their children from all, or part, of the sex education programme provided other than topics covered by the National Curriculum.

Confidentiality

Staff cannot guarantee confidentiality towards students.

•

Appendix 1

Health and Sex Education Topics Covered In Science Lessons Years 7-11

Note that the topics covered in years 7 to 10 are dictated by the National Curriculum and it is a statutory requirement that they are covered.

Year 7

Reproduction

Includes puberty, menstrual cycle, conception, pregnancy, birth, contraception

Year 8

Microbes and Disease

Different types of microbe, common infectious diseases, immunisation

Respiration

Some aspects of smoking and asthma

Year 9

Fit and Healthy

Nutrition, diet, exercise, smoking, alcohol

Year 10

AQA Core Science GCSE

(All topics taught in Biology)

What Do We Do To Keep Our Bodies Healthy?

Exercise, diet, heart disease, high blood pressure, risks associated with saturated fat, salt, cholesterol

How Do We Use/Abuse Medical and Recreational Drugs?

Alcohol, tobacco, cannabis, heroin, cocaine, nicotine, development of new drugs and their testing, case study of thalidomide

What Causes Infectious Diseases And How Can Our Bodies Defend Themselves Against Them?

Immunity, immunisation, antibiotics, MRSA

Year 11

AQA Additional Science

Inherited Disorders

Huntington's Disease, Cystic Fibrosis, use of human embryos in research.

Appendix 2
Health Sex and Relationships topics covered in EFT (Effective Form Time)

Year 7:	Friendships Healthy Body and Minds Supportive eCommunity
Year 8:	Online Relationships Self Talk Active Lifestyles Equality
Year 9:	Relationship Changes Smoking Protecting ourselves online
Year 10:	Facing Challenges Open Dialogues Alcohol A mature ePresence
Year 11:	Health for Success

In addition, students in Year 10 have 2 hour long sessions with - Sara Jones, Co-ordinator, PHSE and Effective Form Time. One looks at Sex and Relationships (contraception, and making decisions) and the other considers Drugs (focusing on alcohol, and the decisions made around it.)

Appendix 3
Health Sex and Relationships Education Covered in RE

Year 7 –	In the Introduction unit, pupils cover the role of the family, and their responsibilities within it. In the Love unit, students consider the different types of love, including family and romantic love
Year 9 –	Pupils consider the process of making moral decisions, what influences them, including thinking about the consequences of their actions.

(Further topics are covered at KS4 but as it is an options subject it cannot be considered universal entitlement.)

Appendix 4
Outside Speakers Used

Outside speakers have been reviewed. We have a budget to use them if an appropriate group is available, however we had concerns about the quality of speakers. We have, instead, moved to an in-house presentation and discussion approach, which has been favoured by the students.

•