



Your **G**ateway to **S**uccess
A **personalised** journey



Shevington High School

Sex and Relationships Education Policy

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SHEVINGTON HIGH SCHOOL

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Shevington High School's Vision

Together we have the highest expectations for all our students, inspiring and enabling them to become amazing and successful individuals. The Shevington Way is one of:



Shevington Standards

At Shevington High School in order to meet the school vision, Students and Adults are expected at all times to work hard to meet our 5 *Shevington Standards* which we have set in order to promote respect and dignity for all. Our attitudes, systems and rules are drawn from and support these standards. They are:-

1. We will show respect for each other at all times
2. We will show respect for School property and another person's property at all times
3. We will show respect for ourselves and others by ensuring that our actions do not put at risk the health and safety of ourselves or others
4. We will show respect for ourselves and others by ensuring a high standard of personal appearance and organisation.
5. We will show respect for ourselves and others by supporting a positive climate for learning

What is sex and relationship education?

Sex and relationships education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage or stable relationships for family life, healthy relationships, respect, love and care. It should equip young people with the information, skills and values to have safe fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity this would be inappropriate teaching.

Government guidance on SRE includes the following:

- There should be an emphasis on developing knowledge, skills and attitudes and appropriate teaching methods.
- Activities should be developed which will engage boys as well as girls.
- The needs of pupils with special needs and disabilities are properly met.
- Puberty, menstruation, contraception, abortion, safer sex, HIV/ AIDS and STIs should be covered
- The needs of pupils should be met regardless of sexual orientation or ethnicity.

The three main elements of SRE are:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning about what is meant by consent and the importance of this
- learning the value of family life, marriage and stable and loving, respectful relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

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 different kinds of abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and different types of relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained

- from such delay; and
- the avoidance of unplanned pregnancy.

The school will aim to:

- Present facts in an objective and sensitive manner within a framework of social values
- Take account of the age and stage of development of pupils
- Consider the views of parents and pupils and have procedures which allow parents to raise concerns
- Respect the different home circumstances, cultural, ethnic and religious beliefs of families
- Ensure that teachers and other staff use a range of strategies, including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning, and encouraging reflection.
- Provide a curriculum which will help children and young people develop confidence in talking, listening and thinking about sex and relationships.
- Allow parents the right to withdraw their child from all or part of a planned SRE programme in consultation with the head teacher
- Ensure that pupils are protected from teaching and materials which are inappropriate. This includes explicit material not directly related to explanation.
- Use materials which are in accordance with the PSHE framework and the law.
- Ensure that children are protected from accessing unsuitable materials on the Internet.
- Ensure that teachers who need extra support and training in order to be able to deal with these issues confidently in the classroom will be provided with the relevant training and support
- Ensure that young people have access to, and precise information about, confidential contraceptive information, advice and services.
- Ensure that young people are made aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary
- Ensure that young people will be made aware of the risks of STIs including HIV and know about prevention, diagnosis and treatment.
- Ensure that young people will be taught to know not just what safer sex is and why it is important but also how to negotiate it with a partner
- Pupils will look, in varying levels, at the meaning and consequences of consent and the importance of this being acknowledged within all types of relationships

Aims of the SRE Curriculum

- teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- 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 types of contraception, safe sex and how they can access 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; and
- ensure that young people understand how the law applies to sexual relationships.
- 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
 - sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and
- respect for individual conscience and the skills to judge what kind of
 - relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment;
- and know how the law applies to sexual relationships.

National Curriculum Science content

Key Stage 3 programme of Study

Reproduction

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 AQA GCSE Specification

4.3.1 Communicable diseases

Students should be able to explain how diseases caused by viruses, bacteria, protists and fungi are spread in animals (and plants)

Students should be able to explain how the spread of diseases can be reduced or prevented.

4.3.1.2 Viral diseases

HIV initially causes a flu-like illness. Unless successfully controlled with antiretroviral drugs the virus attacks the body's immune cells. Late stage HIV infection, or AIDS, occurs when the body's immune system becomes so badly damaged it can no longer deal with other infections or cancers. HIV is spread by sexual contact or exchange of body fluids such as blood which occurs when drug users share needles.

Gonorrhoea is a sexually transmitted disease (STD) with symptoms of a thick yellow or green discharge from the vagina or penis and pain on urinating. It is caused by a bacterium and was easily treated with the antibiotic penicillin until many resistant strains appeared. Gonorrhoea is spread by sexual contact. The spread can be controlled by treatment with antibiotics or the use of a barrier method of contraception such as a condom.

4.5.3.4 Hormones in human reproduction

Students should be able to describe the roles of hormones in human reproduction, including the menstrual cycle.

4.5.3.5 Contraception

Students should be able to evaluate three different hormonal and non-hormonal methods of contraception.

Fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception

4.5.3.6 the use of hormones to treat infertility (HT only)

Students should be able to explain the use of hormones in modern reproductive technologies to treat infertility.

4.6.1.1

Sexual reproduction involves the joining (fusion) of male and female gametes.

4.6.1.7 Inherited disorders

Students should make informed judgements about the economic, social and ethical issues concerning embryo screening, given appropriate information.

4.6.1.8 Sex determination

Students should be able to carry out a genetic cross to show sex inheritance

Working with Parents and Carers

The school recognises that

- Parents and carers are the key people in teaching their children about sex, relationships and growing up.
- Many parents and carers find it difficult to talk to their children about sex and relationships.
- Parents and carers need support in their role as sex educators.
- Parents have the right to withdraw their children from all or part of sex and relationship education.

Working with the wider community - Key points

The school recognises that the delivery of sex and relationship education is not the sole responsibility of the school and that as well as parents, members of the wider community have much to offer.

The school will work effectively in partnership with parents and others in the wider community. Including health professionals, social workers, youth workers, peer educators, and visitors who all have a part to play in delivering sex and relationship education and will be required to abide by the school's policy.

Confidentiality - Key points

Shevington High School has a clear and explicit confidentiality policy which is advertised to pupils, staff, parents and visitors.

- Teachers cannot offer or guarantee pupils unconditional confidentiality.
- Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so and that requirement is found within the school's Child Protection Policy
- Teachers will follow a set procedure defined in the Child Protection Policy if a child under the age of 16 is having, or contemplating having, sex.
- If sexual abuse is suspected, teachers will also follow the School's Child Protection Policy procedures.

The school recognises that Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils, but in a classroom situation they are required to follow the school's confidentiality policy.

