

Salendine Nook High School

Relationship & Sexual Health Education Policy and Procedures (Statutory)

GB free to delegate to Committee of GB, individual Governor or HT

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Produced by:	Mr P Cross
Approved by Governing Body:	Personal Development, Behaviour & Welfare Committee 1.2.18
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Background & Context

Salendine Nook High School is a larger than average 11-16 school serving the communities of Salendine Nook, Lindley, Marsh and Outlane. 15 percent of our students are entitled to free school meals. The school is oversubscribed and has consistently exceeded local and national averages, in attendance and examination subjects at both key stages. The school is committed to giving a broad and balanced education to all its students which equips the students with the skills and confidence to make informed health and lifestyle decisions.

The Aims of R&SHE

- To provide a safe and inclusive environment for the teaching and learning of R&SHE
- To develop in the students an understanding of the value of family life, marriage, stable and loving relationships and of respect, love and care.
- To ensure that the students understand human sexuality and to respect themselves and others.
- To inform students to enable them to make the right judgements about relationships and behaviour.
- To enable the students to develop personal and social skills so that they are confident in choosing the right relationships, are safe from harm, protected from exploitation and know their rights
- To enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.
- For the students to be aware of their sexuality and to understand the sexual orientation of others
- To build up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.
- To provide lifelong learning about physical, moral and emotional development

How Will the Aims be Achieved?

R&SHE is incorporated into the whole school PSHCE programme, with a module being delivered in each year group. This is supported by R&SHE in Science, in Year 7 the unit 7B Reproduction is taught, and then in the GCSE Edexcel Science for the modules B1 Inherited diseases, B2 Health and disease and B4 Menstrual cycle and contraception.

The Needs of Pupils

The R&SHE programme is tailored to the age, physical and emotional maturity, gender and cultural and social needs of pupils. The views of pupils are built into the development of the programme through involving pupils from the school council.

Teaching and Learning Styles

Teaching methods take into account the differing needs of pupils and include a variety of styles and approaches including individual work, small group work, circle time and whole class discussions.

Content

Curriculum content supports the learning objectives set out in schemes of work. The schemes of work ensure that content and learning objectives are developmental. Special attention is given to preparation for transition from one key stage to another.

At Key Stage 3

Developing a healthy, safer lifestyle

Pupils should be taught:

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- how to keep healthy and what influences health, including the media
- that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help

Developing good relationships and respecting the differences between people

Pupils should be taught:

- about the nature of friendship and how to make and keep friends
- to recognise some of the cultural norms in society, including the range of lifestyles and relationships
- the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- about the role and importance of marriage in family relationships
- about the role and feelings of parents and carers and the value of family life
- to recognise that goodwill is essential to positive and constructive relationships
- to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- to resist pressure to do wrong, to recognise when others need help and how to support them
- to communicate confidently with their peers and adults.

Key stage 4

Developing a healthy, safer lifestyle

Pupils should be taught:

- to think about the alternatives and long- and short-term consequences when making decisions about personal health
- to use assertiveness skills to resist unhelpful pressure
- about the health risks ... early sexual activity and pregnancy, ... and about safer choices they can make
- in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- to seek professional advice confidently and find information about health
- about developing good relationships and respecting the differences between people
- Specific lessons on sexual consent
- Specific lessons on sexting and the dangers of pornography

Pupils should be taught:

- to be aware of exploitation in relationships
- to be able to talk about relationships and feelings
- to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- about the nature and importance of marriage for family life and bringing up children
- about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life
- about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- to know about the statutory and voluntary organisations that support relationships in crisis

Continuous Professional Development and Training

The school recognises and is committed to the professional development of its staff.

Areas of staff expertise and individual staff development needs will be identified through existing staff development systems. A range of provision will be identified that meets staff needs across a range of roles and responsibilities and appropriate training provided.

The Use of External Support

The school uses the support of the NHS School Nurses to contribute to policy development, schemes of work and lesson plans, and the delivery of some lessons.

Role of the School Nurses and Welfare Assistant

NHS School Nurse

The school nurse supports schools in Relationship and Sexual Health Education in the development of policy, planning and delivery of lessons and in the delivering of some individual R & SHE lessons.

The school nurse is available to offer advice and support on a wide range of medical and mental health related issues, including contraceptive health to schools and the pupils within educational establishments.

The school offers an 'Open Door' facility once a week for pupils to go and see the school nurse on an individual confidential basis.

The school nurse is bound by professional codes of conduct, which allow her to maintain confidentiality when dealing with pupils on a one-to-one basis over health related matters, including advice and support on contraceptive health. The exception to this is child protection issues.

Welfare Assistant

The school employs a welfare assistant who is available throughout the school day to administer first aid, support pupils who become unwell to offer general welfare support and to refer to the 'Open Door' and school when the need arises.

Monitoring and Evaluation

The PSHCE co-ordinator will monitor the provisions of the various dimensions by examining plans, schemes of work and samples of students work at various intervals. Parents will have the opportunity to review the programme at parents' evenings where their comments will be fed back to the PSHCE co-ordinator. Staff and student evaluation will be carried out at the end of each module. The results will be reported to governors at the PSHCE annual review.

The School, Parents and Community Links

The school values' working in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the schools sex and relationship education programme. This policy was formulated following staff discussions and consultation with support staff, pupils and governors.

Parents have the right to withdraw their children from any parts of sex education, apart from the biological aspects of human growth and development contained in national curriculum Science.

Students who are withdrawn would follow an alternative PSHCE unit during this curriculum time.

Management and Co-ordination

Management and co-ordination of R&SHE is the responsibility of:

Head of PSHCE and the appropriate Assistant Principal

Responsibility for the R&SHE Policy

The Principal takes overall responsibility for the policy and its implementation in school. This responsibility includes liaison with the Governing Body, parents & the LA.