



PENWORTHAM GIRLS' HIGH SCHOOL
SEX EDUCATION POLICY
(May 2020)
Updated Annually
Next Review Summer 2021

THE MISSION

To prepare articulate, questioning, tolerant and independent women for the future.

pgh*Success*

Related Policies and documentation:

- a) Confidentiality Policy
 - b) Child Protection and Safeguarding Policy
 - c) Assessment Policy
 - d) Marking Policy
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- 1) Community Studies mapping document containing statutory RSE content.
 - 2) Science SoW/Resources/

SEX AND RELATIONSHIPS EDUCATION POLICY

1.0 School Context

This policy has been developed to reflect the context of the school.

Penwortham Girls' High School is an 11-16 girls' comprehensive school comprising of a multi-racial, multi-faith community, catering for all abilities where confidence and competence is developed in a learning environment and atmosphere of mutual respect. Statutory, and non-mandatory, components of Sex and Relationships Education (SRE) are provided predominately through PSHE (Personal, Social and Health Education) and Science lessons, although other curriculum areas also contribute and build on this foundation knowledge. PSHE SRE elements are taught through our Community Studies (CS) programme, which is offered from Years 7 to 11, through both designated lessons and form time activities. The CS programme of learning provides the opportunity for pupils to acquire the knowledge and understanding, values and attitudes necessary to live confident, healthy and independent lives

1.1 The importance of Sex and Relationship Education at PGHS

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of RSE at PGHS is to support our girls through their physical, emotional and moral development. Our comprehensive programme of RSE provides accurate age-related information about relationships, the body, reproduction, sex, and sexual health, leading to confident and informed young adults.

Aims of School Sex and Relationships Education Policy

These were formulated to reflect the aims of the school. Our RSE programme has been developed to ensure our students:

- contribute to the school's positive ethos and environment for learning
- develop a sense of self-respect and confidence.
- have the necessary information to know and promote responsible sexual behaviour.
- view sexual behaviour in the context of a loving and stable relationship.
- have the necessary information to prevent teenage conceptions, sexually transmitted infections and sexually exploitative behaviour.
- have a knowledge and regard for legal considerations.
- can develop respectful and non-exploitative relationships on and offline.
- have the knowledge and confidence to access services if they need help, advice or support.

2.0 The status of Sex and Relationships Education (RSE) in schools?

RSE plays an important part in fulfilling the statutory duties all schools have to meet. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. As section 2.1 of the National Curriculum framework (DfE, 2013) states: 'every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Learning and Skills Act (2000) requires that young people learn about the nature of marriage and its importance for family life and the bringing up of children. The act also stated that young people should be protected from teaching and materials which are inappropriate. The teaching of SRE should take regard of the pupils' age, culture and religious backgrounds.

It is compulsory for pupils in secondary education to have sex education on HIV / AIDS and other sexually transmitted infections (STIs). The sex education elements of the Science NC programme of study are also mandatory. These cover anatomy, puberty and sexual reproduction. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

Ofsted is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's sex and relationship education policy.

RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

From September 2020, the DfE has put in place statutory RSE and health education documentation that schools are required to teach at all state-funded schools.

A program has been put in place for this academic year and our school has become an early adopter of the statutory content.

2.1 Parents who withdraw their children

The Learning and Skills Act (2000) gave parents the right to withdraw their children from all, or part, of the sex and relationship education provided by a school, except for those parts included in the statutory National Curriculum (Science).

This will not change after new statutory guidance is in place. A parental letter is sent out at the beginning of the academic year informing parents of the Community Studies content for the year and where to access this.

Parents will continue to have a **right** to request to **withdraw** their child from sex education delivered as part of **RSE** in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. A request must be made to the headteacher who will allow the withdrawal upon an acceptable reason.

3.0 Key Principals

The PGHS Sex and Relationship Education programme of study is based on the following key principals:

Sex and relationships education:

- is a partnership between home and school.
- is relevant to the age, development and maturity of the pupils being taught.
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- has enough time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others and accessing services.
- helps pupils understand on and offline safety and exploitation.
- is both medically and factually correct and treats sex as a normal fact of life.
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- helps pupils understand a range of views and beliefs about relationships and sex.
- teaches pupils about the law and their rights.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
- is a whole school responsibility. Aspects of the RSE programme will be delivered through curriculum areas, e.g. online safety in Computing Science, differing views on marriage in RE.
- will be taught in an environment which recognised the importance of personal choice, and tolerance towards those with differing views and beliefs.
- should provide regular opportunities, and an appropriate learning environment, for questions relating to specific areas of sexuality, social and moral issues, to be raised and discussed in a sensitive and non-judgmental way.

4.0 Organisation of the Sex Education Programme

4.1 Leadership and Staffing

Community Studies at KS3 and KS4 is coordinated and quality assured by the Community Studies Coordinator, with the support of an SLT line manager. Community Studies lessons are taught by staff from across the curriculum.

When necessary, training is provided to ensure staff have the confidence, and knowledge, to successfully teach the RSE elements of the SoW. Support is also available through Community Studies department meetings, whole school CPD and individually from the Coordinator. Regular evaluation is undertaken at Community Studies team meetings to review the effectiveness of the programme and to identify training needs.

The Coordinator also liaises across those departments which identify aspects of sex education in their schemes of work to ensure coverage is full and appropriate.

Centrally produced resources ensure that the legal aspects of sexual behaviour are accurately taught and that all materials reflect the age, development and maturity of the group.

The mandatory science related sex education components are taught within the KS3 Science programme of study by specialist staff. The science related elements of RSE are overseen by the Head of Science.

4.2 Marking and Assessment

Community Studies is marked according to school policy and regular QR is carried out on exercise books.

All CS classes complete ipsative assessments for each topic. Students complete a baseline assessment, which they revisit at the end of the topic. There are no targets or grades awarded for this subject, however individual progress is monitored.

4.3 Timetabling

Pupils are taught in mixed ability groups at KS3 for Community Studies, Year 7 are taught as forms with their form tutor. Where RSE is covered by other areas of the curriculum, pupils will be grouped in accordance with the procedures of that department. At KS3, Community Studies is taught for 1 lesson a week for a CS content is also delivered as wider curriculum activities, such as assemblies and charity work. At KS4, Community Studies is allocated a lesson per week. Students are in English sets.

4.4 Resources

The Coordinator is responsible for ensuring the school's RSE education programme is appropriately resourced. Resources are reviewed regularly to ensure that they reflect the aims of each unit, the age and maturity of the pupils being taught and to make sure that they include the most up-to-date guidance.

4.5 Visitors and Outside Agencies

Visitors and agency professionals can be of value in the teaching of RSE but care is needed to ensure these services are integrated into the teacher led programme. If the programme is dependent upon 'experts' it may convey the message that sexual activities are 'special' and beyond the remit of teachers. This can have negative consequences and may increase the desire for pupils to experiment.

Teachers must ensure that visitors are made aware of the school drugs policy and issues of confidentiality. Teachers should be present during any input and should view all teaching materials and handouts prior to any input, which is best delivered in partnership.

4.6 RSE Content

The table below provides an outline of RSE delivery provided through Community Studies and Science. More details please refer to the subject specific SoWs.

Year 7	COMMUNITY STUDIES: Puberty, Physical and Emotional Changes, FGM, Romantic Relationships, Long-term Relationships.
Year 8	COMMUNITY STUDIES: Online Safety, Levels of Intimacy, Positive Relationships, Consent, Introduction to Contraception and STI's
Year 9	COMMUNITY STUDIES: Respectful Relationships, Consent, STI's, Sexual Health Choices, Media Influence on Sexual Relationships, Exploitative Relationship's
Year 10/11	COMMUNITY STUDIES: Relationship and Sex Myths, Health and Intimate Relationships, Features of Exploitative and Coercive Relationships, Relationship Breakdown, Implications of Parenthood, Unplanned Pregnancy, Risks under Influence. Sexuality, Managing Unwanted Attention, Managing Risk, Forced Marriage, FGM. SCIENCE: Contraception and hormonal control
KS3	SCIENCE: Reproduction: Fertilisation & Conception, Courtship Patterns, Puberty in Males, Pregnancy & Birth.

NB: A number of additional subjects make significant contributions to our RSE programme of study e.g. Yr9 Geography includes a unit on Development and Disease. This topic investigates the spread and impact of AIDs on communities in Britain and Africa. The New GCSE Religious Studies specification has a thematic unit of work on Religion and the Family with content including heterosexual and homosexual relationships; Sexual relationships before and outside of marriage; and Contraception / family planning.

5.0 Pupil Disclosure

Due to the nature of the content covered in Sex and Relationship education, it is perhaps more likely that a pupil may intentionally, or inadvertently, make a disclosure about themselves, or another pupil, which may cause serious concern. If a teacher is concerned that a pupil is at risk of sexually and/or emotionally abuse, they should follow the school's child protection procedures and notify one of the school's child protection designated teachers.

NB: Teachers are not legally obliged to inform anyone if they learn of, or suspect, sexual activity in pupils under the age of consent if there is no evidence of abuse or exploitation. If a teacher learns that a pupil under the age of consent is sexually active, they should encourage the young person to talk to a parent or carer and should provide adequate information about sexual health and advice / treatment services.

5.1 Health Professionals

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies. In line with best practice, they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques.

Outside the teaching situation, health professionals such as school nurses can: give one-to-one advice or information to a pupil on a health-related matter including contraception; and can exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

The school nurse also holds an annual stall providing sources of information for students at lunchtime during sexual health week.

For more information refer to the school's safeguarding and confidentiality policies.

<p>This policy has been agreed by the Governing Body</p>	<p>DATE</p>
<p>Reviewed</p>	<p>Autumn 2003</p>
<p>Reviewed</p>	<p>Autumn 2010 Curriculum Committee</p>
<p>Reviewed</p>	<p>February 2017</p>
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<p>Reviewed</p>	<p>June 2020</p>