

HEALTH  
SEX AND RELATIONSHIPS POLICY

Reviewed and updated by the Full Governing Body: March 2009  
Next Review due: March 2010

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### **Policy Formation**

Sex and Relationships Education is the imparting of information that pertains to Sexual and Relationship matters. This knowledge once imparted should empower the young person to make decisions which allow them to express themselves as females and males and how they relate to others and should encourage the opportunity for the exploration of values and attitudes and allow the growth of skills necessary to build relationships, communicate and make decisions. Central to this conviction is the concept of self-esteem. The development of high self-esteem in young people is an essential aspect of Sex and Relationships Education. If young people feel positive about themselves, they are more likely to develop non-exploitative caring relationships and are themselves less likely to be exploited by others. Therefore the Sex and Relationship Education programme delivered attempts to ensure all young people have the relevant information and necessary skills to empower them to be more in control of the decisions that will affect their lives. (Taught not Caught. The Clarity Collective. British Edition. H. Dixon and G. Mullimar. 1983).

### **Aims and Objectives**

1. An ethos which will help to promote encourage and develop a healthy safe and caring lifestyle,
2. Educational experiences which promotes young people's skills in making valued judgements and decisions about sex and relationship issues.
3. An ethos which will help to promote a sense of self worth and esteem.
4. Presentation of Information about Sex and Relationship matters. The information should be factually correct and balanced.
5. Presentation of information about advice centres which are local to the school e.g. Tic-Tac.

### **Delivery of Sex and Relationships Education**

#### **1. Sex and Relationships Education**

Delivered within the curriculum areas of science (KS3), Key Stage 3 Health Education and other cross-curricular areas as defined in the Personal, Social and Health Education Audit 2006/07.

#### **2. Equal Opportunities**

See Equal Opportunities Policy M1.

### **Organisation of College Sex and Relationships Education**

Name of Head of Health Education responsible for planning and delivery: **Mr J. D. Cornish**

#### **Who will teach it?**

Sex and Relationships Education co-ordinated by the Head of Health Education. The Science Faculty. Visitors into the Key Stage 3 Health Education Programme of Study. Other staff in cross-curricular areas as defined in the Health, Personal and Social Education Audit 2006/07.

## **Training Provision**

Sex and Relationships Education should form part of the curriculum in every year group. Inset provision for the staff when necessary.

## **Methodology and Approach, including Explicitness and Handling of Controversial Topics**

A variety of approaches are used to give pupils relevant information: to enable moral issues to be explored through discussion: and to acquire appropriate skills.

## **Specific Classroom Arrangements (e.g. single sex, mixed)**

Pupils are taught in mixed ability and gender groups. Where there is a specific need arrangements will be made to teach pupils in appropriate groups.

## **Curriculum Entitlement**

Sex and Relationships Education is part of the education entitlement of all pupils.

## **Procedures for Reviewing Effectiveness of the Programme**

- Feedback from staff, parents and pupils will help to judge the effectiveness of the work. The Head of Health Education will be responsible for developing ways of collecting these views (See appendices).
- Health Education Audit (See appendices).
- Parent Health Education Survey.
- TIC TAC service review (student) annually.

## **Resources Used and Criteria for Selection**

A range of materials will be used. Materials used will be available at a Parents' Evening once a year.

## **Secondary School Liaison with Primary School Feeders to facilitate effective Spiral and Development Curriculum (where practical)**

The Liaison Teacher will where practical inform the Head of Health Education of the work done in the feeder schools. This will also be assessed via student evaluation and feedback during the Key Stage 3 Health Education Programme of Study.

## **Specific Issues Statements**

### **Contraceptive 'Advice', Information and Referrals to Under 16's (individually and in the classroom)**

Classroom information plus a drop in session with the school nurse (on any health issue). See also TIC-TAC Centre.

### **Confidentiality, (individually and in the classroom)**

See In School Counselling and issues of confidentiality.

### **Child Sexual Abuse Procedure**

If disclosure takes place during a lesson to a member of staff the school sexual abuse guidelines should be followed.

### **Child Withdrawal Procedure**

If a parent wishes to withdraw a child, they are asked to discuss the matter with the Head of Health Education/Principal.

## **Bullying Procedure(s)**

To be reported to the Head of Year.

## **Complaints Procedure**

These should be made to the Head of Health Education/Head of Year/Principal.

### **Procedures for the Involvement of:**

- Health professionals
- Visitors
- The use of the School Nurse, Health Visitor, suitable parents
- Procedures for supporting any members of the school community infected or affected by HIV

## **Pupil Welfare and Support**

The school would call the meeting if the problem had originated in school or was having consequences for the learning performance and/or behaviour of the pupil. Those involved in the welfare and development of the pupil should be invited to contribute, including the police. It will be appropriate to involve parents and pupils in the meeting.

These meetings would be an integral element of a school's normal network of support and care.

### **Consider the Educational Entitlement of the Pupil**

Pupils who have health related problems should continue to be entitled to their education. The fundamental principle to continue to value the pupil should be maintained.

### **Provide Support for the Pupil**

In order to safeguard the educational entitlement of the pupil with a Health related problem, it is necessary for the school to provide the full range of structured pastoral care and guidance, namely:

- Specific advice
- Day to day support in matters of general welfare
- Counselling relevant to the particular needs of the pupil

An effective pastoral support system in the school is vital in helping to meet the long-term educational needs of the pupil.

Exclusion of a pupil from school denies the pupil that support. Permanent exclusion should be seen as a last resort as it only "transfers" the problem. If exclusion is felt to be necessary, then the LEA notes of guidance for Principals should be followed.

### **The Youth Service**

Youth and Community Workers provide support for young people in managing personal issues including those related to health. Help from the Youth Service may be one possible element of a total programme of agency expertise for a young person of school attending age. School retains responsibility for the co-ordination of any such programme of support for a pupil.

### **Police**

It is the wish of Devon and Cornwall Constabulary to work in a supportive and co-operative way with schools. This link in the main is the Neighbourhood Beat Manager.

They must be informed of use of illicit drugs by pupils but they may differentiate between two levels of information:

- That which requires immediate action

- That which increases their understanding of drug taking in an area, especially among people of school age.

Their subsequent actions will depend upon that differentiation.

### **Social Services**

It is considered appropriate to refer Health related problems to the Social Services Department when:

- A pupil is in care
- Social Services are already involved with the family
- Parental support ceases to be effective and the pupil is at risk

### **Emergency Services**

The emergency services should be called if a pupil is unconscious or if behaviour is dangerously unpredictable and uncontrollable.

Office Procedures in the Event of an Emergency:

1. Location of the casualty noted
2. Dial 999 for the appropriate emergency services
3. Designated first aid teacher sent to the aid of the casualty
4. Name of the informant (could be a teacher or pupil) noted and if possible that of the casualty.
5. Name of teacher who became involved in the incident.

### **Tic-Tac**

Paignton Community & Sports College has set up the groundbreaking and successful TIC-TAC (Teenage information Centre – Teenage Advice Centre) which focuses on the health and wellbeing of teenagers, another of our top priorities. It aims to provide a friendly, accessible counselling, listening, and health promotion service that is confidential and non-judgemental. Through individual consultations and drop-in visits. TIC-TAC gives information and support on a range of issues including diet, smoking, alcohol, family and peer relationships, bullying, abuse, bereavement, sexual health, contraception and pregnancy testing.

### **In-School Counselling**

In the main delivered in 4 ways:

1. Tic-Tac.
2. Year Leaders/Pastoral Managers.
3. School Nurse – specific Health related concerns often initiated pastorally.
4. Access to a School Counsellor - appointment only – initiated through the pastoral system.
5. Retracking Programme is a programme which aims to make some inroads, at the point of individual focus, by providing opportunities to:
  - Assist the individual student, together with a personal tutor, to develop an understanding of themselves, including their strengths and areas of concern.
  - To involve the student in the process of developing an awareness and understanding of their difficulties and to assist them in the recognition that there are alternative responses to the situations which they face daily together with an acceptance that they can make positive decisions about their behaviour.
  - To begin to work upon 'personal effectiveness' issues, particularly in those areas where there would appear to be a skills deficit which may be hindering performance at school. Such areas would be analysed with the student and alternative behaviours considered and rehearsed.

Retracking Devon County Council 1996

Feedback where and when appropriate to Heads of Year and Head of Centre. Initially always confidential. Parents involved if the health related issue is considered serious or their permission to act or treat is required.

## **Working with Parents**

Information on procedures for working with and consultation with parents:

- A partnership with parents.
- Parents will be informed about the Health Education Programme.
- Parents will be encouraged to view resources and talk to teachers.
- Information to parents on the right to withdrawal. (Letter format copy in Appendices).
- Information about the Sex Education Programme will be placed in the Year 7 Booklet New Pupils to the school – working party recommendation.

## **Responding to the Media**

When giving information to the media it is suggested that:

- A checklist of appropriate key facts is prepared by the Principal or Deputy Principal.
- Statements be short, factual and without elaboration
- Positive statements are made
- Concluding comments are reassuring and re-state that the incident has been managed effectively.

If asked for embellishments of the statement, the Principal or Deputy Principal should restrict themselves to the original statement.

A record of any communications with the media should be kept and, if appropriate, a copy sent to the LEA.

Principals might consider asking a senior colleague to witness and record the communication. Principals should not release information which may be prejudicial to individual pupils, especially if future court action is envisaged.

Principals should avoid discussing events occurring outside school jurisdiction.

If the school office receives a media enquiry, the caller must be referred only to the Principal or Deputy Principal. This instruction should be communicated to all teaching and non-teaching personnel.

In the Principals absence it is not appropriate for the school's designated Press Officer routinely handle incidents relating to drug use and arrangements should be in place for delegation of that responsibility to a Deputy Principal.

## **Pregnant Mothers**

The College would look to provide the appropriate support for teenage mothers. Where appropriate the College would maintain their normal attendance. Part time or an alternative curriculum would be made available as appropriate, leading up to and after, the birth of the baby.

## **Dissemination of the Policy**

### **Who will receive it?**

- All Heads of Year, Heads of Faculty, Governors, /Parents, Leadership Team, School Nurse.
- Full programme of study available on request to parents, LA (Children's Services) and Ofsted through the Principal.

## **Procedures for Policy Monitoring and Evaluation**

The Head of Health Education will be responsible for developing ways of collecting this information. Feedback from staff, parents and pupils will help to judge this.

### **See also:**

Equal Opportunities Policy and Personal, Social and Health Education Audit 2006/07.

### **Monitoring and Review**

#### The Principal

The Principal will be responsible to the Governing Body for promoting, monitoring and maintaining the implementation of this policy.

#### Deputy Principals

Deputy Principals will be responsible to the Governing Body through the Principal for promoting, monitoring and maintaining this policy within the curriculum/guidance support and care systems within the areas of their assigned responsibilities.

Staff with Curricular Responsibility will be directly responsible to the head through the Deputies for promoting, monitoring and maintaining the implementation of this policy.

One member of each staff team will be nominated to serve on a working party which will:

- a. Liaise with our colleagues in Primary Schools;
- b. Seek and disseminate **INSET** opportunities;
- c. Seek out sources of appropriate curricular resources.

### **Evaluation**

There will be an annual school based evaluation of the effective implementation of this policy. This will take place in the first half of the Summer term. A report on progress in implementing all aspects of equal opportunities will be presented to the Governing Body as part of the Principal's Annual Report to Governors.

### **Consideration for Equal Opportunities (accessibility to a Sex and Relationships Curriculum)**

Raising awareness to issues that could affect access and which in turn, would require additional support and consideration.

#### 1. Ethnic diversity:

- Cultural and Religious constraints, ie, single sex groups/no sex before marriage.

#### 2. Parental right of withdrawal of pupils from proposed curriculum.

#### 3. Linguistic considerations:

- Delivery of curriculum in other languages other than English
- Pupils not English speaking

#### 4. Disability:

- Wheelchair access to teaching environment
- Deaf – sign language support
- Blind – worksheets/materials in Braille

#### 5. Appropriate to recipients:

- Regular student evaluation in order to maintain relevance of materials/topics discussed in response to considerations of gender/culture and age.