

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST  
8225755



## **The Crossley Heath School**

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# **SEX AND RELATIONSHIPS POLICY**

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**SEX AND RELATIONSHIPS POLICY**

<b>Date Reviewed:</b>	April 2016
<b>Review:</b>	April 2020
<b>Responsibility:</b>	SLT
<b>Status:</b>	Statutory

Sex and Relationships Education (SRE) is an entitlement of all students. It is of vital importance and an integral part of their development into adulthood. In terms of safeguarding, students need to gain an understanding of the difference between normal and abusive relationships.

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

The aim of this policy is to communicate the manner in which SRE will be delivered in this school.

We aim:

- to provide students with accurate information about sexuality, sexual development and relationships appropriate to their age and maturity;
- to encourage personal responsibility in all forms of behaviour;
- to encourage self esteem and a set of personal values;
- to encourage respect and consideration for others;
- to provide support and information for young people and their parents;
- to encourage students to consider the values of family life and the importance of healthy, safe, fulfilling relationships built on mutual respect and understanding.

#### Parental Right to Withdraw Children

Parents have the right to withdraw their children from all or part of the SRE programme. Parents will be informed at the beginning of each Key Stage about the content of the programme for each Year Group in order that they can make an informed decision about whether to withdraw their child from PSHCE lessons. Parents wishing to exercise that right are asked to write to the Head Teacher. Once a child has been withdrawn they cannot take part in later SRE without parental approval. Parents are not entitled to withdraw children from Biology lessons.

### **2. Content**

SRE provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way.

#### a) Knowledge and Information

Key Stage 3: Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, safer sex and contraception, HIV/AIDS, support agencies, sex and the law, social media and the impact of pornography.

Key Stage 4: Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, support agencies, prejudice and stereotyping, different faiths and cultures.

#### b) Values and Beliefs

Students will be supported to understand the importance of the following values:

- What a healthy relationship looks like and the importance of consent by both parties
- Understanding of different types of relationship

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- Respect and valuing of themselves and others
- Understanding and sensitivity towards the needs and views of others
- Responsibility for their own actions
- The importance of safe and healthy relationships

*c) Skills and Abilities*

Students will be helped to develop the following skills:

- Communication, including the making and sustaining of relationships and how to cope when a relationship breaks down
- Assertiveness
- Decision making
- Recognising and using opportunities to develop a healthy lifestyle

Further information can be found in the Schemes of Work for PSHCE.

### **3. Organisation**

*a) Coordination*

SRE is jointly coordinated by the PSHCE Coordinator and AH who are responsible for the overall planning, implementation and review of the programme.

*b) Delivery*

- Planned aspects within the Science, PSHCE and Religious Education curricula;
- Addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.

*c) Teaching approaches*

A variety of approaches are used to give students relevant information and to ensure students have an opportunity for discussion with each other and with their teachers.

Teachers will establish what is appropriate for one to one and whole class settings and alter their teaching of the programme accordingly. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The school understands that students with special educational needs and disabilities (SEND) are entitled to learn about sex and relationship education and the programme will be designed to be inclusive of all students. As part of the SRE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their personal attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

*d) Student groupings*

Students are taught in mixed ability and gender groups. When there is a specific need, arrangements will be made to teach students in appropriate groupings.

*e) Resources*

- Materials – a wide range of teaching resources are available to teachers and for inspection by parents through the co-ordinators. All materials are reviewed on an annual basis by the co-ordinators for SRE.
- Staff – with regard to SRE it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through an in-service training

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programme. All staff are asked to teach within the school's value framework which emphasises the value of relationships and respect for others.

- External Agencies – all outside speakers involved in helping to deliver SRE in the school will be supplied with a copy of this policy and asked to conform to its provisions. They will operate under the direct control of the teaching staff responsible for delivering SRE and will be accompanied by an appropriate member of staff when with students. The SRE co-ordinators monitor the materials used by external agencies.

*f) Time available*

SRE forms some part of the curriculum in every Year Group (refer to the Scheme of Work).

#### **4. Confidentiality and Advice**

*a) Confidentiality and advice*

Students will be made aware that some information cannot be held confidentially and made to understand that if safeguarding disclosures are made, staff will have to act on this information. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

i) Disclosure or suspicion of possible abuse - the school's child protection procedures will be invoked (see relevant policy).

ii) Disclosure of pregnancy or advice on contraception. It is hoped that the following procedure will ensure that students who are in this situation know that they can talk to an adult in the school and that they will be supported. Professional information and guidance will always be sought from a health professional.

The school will always encourage students to talk with their parents first.

- Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this happens subsequent responsibility then lies with the parent(s). The school will continue to offer appropriate support and guidance.
- If a student refuses to tell their parent(s) the adult should refer them to a health professional.
- The adult should report the incident to the Head Teacher or Designated Safeguarding Lead who will consult with the health professional about informing the parent(s).

*b) Complaints Procedure*

Any complaints about the SRE curriculum should be made to the Head Teacher.

#### **5. Monitoring and Review**

SRE will be monitored and reviewed annually by the appropriate SLT member and the PSCHE coordinator. A record will be kept of the number of parental complaints, the number of students withdrawn from lessons and the number of teachers involved in training in SRE.

#### **6. Other Policies which have relevance to Sex Education are:**

Student Support and Behaviour

Equality and Diversity

Anti Bullying

Child Protection and Safeguarding Policy

Curriculum