



# Archbishop Holgate's School

A Church of England Academy

## SEX AND RELATIONSHIPS EDUCATION POLICY

*In this policy we explain how the school delivers sex and relationships education.*

Last Review Date: May 2017

Next Review Date: May 2018

Member of staff responsible: Deputy Head:  
Teaching, Learning and Student Progress

Governors sub-committee responsible: Curriculum

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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## Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

**“A threefold cord is not easily broken.” Ecclesiastes 4:12**

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

## **1. The Legal framework for SRE**

**The Education Act 1996 consolidated all previous legislation, and key points related to SRE are:**

The sex education elements of the National Curriculum Science Order are mandatory for all students of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

Secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDS.

Other elements of personal, social and health and citizenship education (PSHCE), including SRE, are non-statutory.

All schools must provide, and make available for inspection, an up-to-date policy describing the content and organisation of SRE outside of national curriculum science.

**The Learning and Skills Act 2000 requires that:**

Young people learn about the nature of marriage and its importance for family life and bringing up children.

Young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the students concerned.

School governing bodies have regard for the guidance.

Parents have the right to withdraw their child from all or part of SRE provided outside national curriculum science.

Following a review the Government announced in October 2008 that comprehensive SRE will be made compulsory as a part of a statutory PSHCE curriculum.

## **2a. PSHCE (including SRE) at Archbishop Holgate's**

SRE is firmly rooted within the framework of Personal, Social and Health Education and is fully supported by the leadership team and governors. The broader remit for SRE aims to empower all students regardless of sex, sexuality, gender, ethnicity, faith, ability or disability, supported by the school's Christian values.

There is a named governor with responsibility for SRE issues. There is also a strong support network built into our whole school pastoral care approach, which enables students to access individual guidance. This list includes: Deputy Head, Intensive Support Worker, Head of Inclusion, Pastoral Support Staff, Form Tutors as well as the PSHCE Department.

The aspects of SRE that are not included in the science curriculum are delivered through PSHCE. Some aspects of sex and relationships education will also be covered in Religious Education and Science complementing and reinforcing the SRE aims.

The school is committed to SRE as part of PSHCE and citizenship, which is also supported by the National Healthy Schools Programme (NHSP).

SRE (including education about HIV, AIDS and other STIs) will be provided for all registered students. Every student in KS3 and KS4 has one lesson per week of PSHCE, unless they have been withdrawn.

The Qualifications and Curriculum Authority (QCA) publishes guidance on the whole curriculum. A new national curriculum, published in 2000, outlined the non-statutory framework for PSHE and citizenship for all key stages, which includes learning about sex and relationships. This was followed in 2005 by guidance on what is expected to be learned at every key stage. In accordance with this guidance SRE is planned and delivered as part of PSHCE timetabled lessons and during form time; and:

- ✓ There is an emphasis on developing knowledge, skills and attitudes and the use of appropriate teaching methods.
- ✓ Topics including puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS and STIs are covered at appropriate key stages.
- ✓ Young people learn about the nature of marriage and its importance for family life and bringing up children.
- ✓ Teachers should develop activities that will engage male and female students respectively.
- ✓ We have a duty to ensure that the needs of children with special needs and learning disabilities are properly met.
- ✓ We strive to meet the needs of all students, regardless of sexual orientation or ethnicity.

We aim to provide young people with:

- Information about where to seek help and advice;
- Information about positive emotional health;
- Relationship skills (including good communication skills and positive relationship skills);
- Opportunities to explore their own values moral framework;
- Opportunities to understand and accept difference and diversity;
- An understanding of their own bodies;
- An awareness of the right and choices they have over their own body;
- The skills to make positive informed choices (therefore, reducing risk);
- The ability to take responsibility for and accept the consequences of their own actions;
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others\*;
- The ability to understand the risks to health and well-being, associated with teenage conception.

*\* The school aims to deal honestly and sensitively with opinions expressed, including sexual orientation. Homophobic bullying, as with any other type of bullying, will not be tolerated.* Visiting Speakers: We also have strong links with the York Primary Care Trust, who provide specialists and resource materials. All visiting speakers will be clear about the school policy and government guidelines. The co-ordinator will have agreed the content of the presentation and a member of staff will always be present with the speaker.

Non-Teaching Staff and Agencies Available: Individual students with problems will be supported by being given access to appropriate information and specialist help within school from the Intensive Support worker. Students will always be encouraged to seek parental support. Students will be made aware of services provided by their General Practitioner, local family planning clinic and Genito-Urinary Medicine (GUM) clinic through PSHCE input.

### **Links with Other Policies/Issues:**

Equal opportunities and Inclusion: Our School's SRE programme responds to the needs of individual students and takes the cultures, faiths and family backgrounds of all students into consideration. Students with special educational needs are given extra SRE support by SEN staff and students with English as their second language receive help from the EAL assistant.

Confidentiality: The school aims to support young people but **no individual member of staff will offer absolute confidentiality**. It may be necessary that if a child protection issue arises then certain confidences must be passed on. The procedure for this is outlined in the child protection

policy. Teachers will draw upon their professional judgement and common sense to deal effectively with any explicit issues raised by a student. They are aware that particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful.

Section 2b gives information regarding the delivery of themes and subject areas and the key stage at which it is delivered.

## **2b. The Delivery of SRE at Archbishop Holgate's**

NB. Some of these areas are delivered by form tutors as part of the PSHCE programme. \*\*Indicates where this is also taught/implicitly taught as part of the GCSE RS syllabus.

### **Year 7**

- Health and personal hygiene
- Making and keeping friends of the same and opposite sex
- Bullying and Emotional health and well-being

### **Year 8**

- Bullying and Emotional health and well-being
- Sex education introductory lesson
- Attraction and Relationships

### **Year 9 (KS4)**

- Relationships\*\*
- Contraception\*\*
- Conception
- Teenage Pregnancy
- Abortion\*\*
- Pressure on Teenagers ( how to say NO)
- STIs (including HIV and AIDS)\*\*

### **KS4**

- Health talks to boys including testicular cancer and Skin Cancer
- Health talks to girls including breast/cervical cancer and Skin Cancer
- Risk (including Sex & Consequences)
- Teenage Pregnancy
- STIs (including HIV and AIDS)\*\*
- Homophobic Bullying (including Sexuality and the Law)\*\*
- The Family\*\*
- Eating disorders (including impact on Fertility)

### **KS5**

- Assembly delivered to Year 12 on STIs by external health visitor.