



# PHSE, SEX AND RELATIONSHIPS POLICY

**Reviewed: June 2010**  
**Date of Next Review: June 2012**



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## **Guiding Principle**

Staff responsible for the policy: Mr W Wright (Chair of Governors)  
Mrs A Heath (Assistant Head Teacher)  
Ms J Burton (PHSE Co-coordinator)

This policy will be shared with all interested parties both in the school and in the wider community.

## **Background information**

The ISCCB is a mixed gender, mixed ability and multi-ethnic 11-18 school in north east urban Birmingham/ Pupils are drawn from a wide catchment area, with the majority from economically challenged families (FSM-46%). The Local Primary Care trust (BEN) statistics identify the area around the school having below average living conditions with an increased risk of high levels of physical and mental ill health, drug and domestic violence issues. The PCT also identifies that pupils are exposed to an above average risk of unplanned pregnancy and since 2008 have been targeted school to reduce teenage pregnancy. The school has 22% of its pupils identified with special educational needs and 0.02% have a statement of special educational needs and 21% of English as a second language pupils.

## **Policy development and consultation**

The Assistant Headteacher wrote the SRE (Sex and Relationships) policy following the Birmingham model. Policy guidelines, consulting with Birmingham Health Education Service, Students (School Council), and parents.

It will be presented to the Governors for final consultation and approval.

## **Aims and Objectives of SRE**

The teaching of SRE at the ISCCB is done with consideration to other school policies:

- PHSEE
- Child Protection
- Equal Opportunities
- Inclusion
- Confidentiality
- Use of outside agencies.



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Through the teaching of SRE it is the intention of the programme to meet the following aims:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- To promote individual responsibility for pupils' behaviour and sexual health.
- To develop self-esteem and self-confidence.
- To encourage respect and consideration for others.
- To offer support and accurate information for young people and their parents and to dispel myths.
- To provide information regarding available support services.

### **Moral and values framework**

All teaching that takes place in the SRE programme will be governed by the PSHEE and schools values moral framework.

### Content

The pupils will be taught the SRE sections of the National Curriculum science orders in their timetabled science lessons.

### **At KS3 – Science National Curriculum (See Appendix 1)**

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health. This includes issues related to contraception, pregnancy and sexually transmitted infections.

Diet, drugs and disease: This includes the importance of healthy eating complemented by regular exercise, and the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.

### **At KS4 – GCSE Criteria for Science**

Hormones regulate the functions of organs and cells, for example, the sex organs. Mechanisms, such as blood-clotting or reflex and conscious actions, help safeguard the body.

The nucleus of a cell contains chromosomes that carry the genes and control the cell's activity. In sexual reproduction, each parent contributes half the genes.



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## Organisation

1. The PHSE Co-ordinator will be responsible for the delivery of the SRE programme across the school.
2. Pupils will be taught explicit SRE through KS3 – half term (summer term) of Citizenship curriculum KS4 – Immersion Days/Assemblies
3. At the beginning of PHSE/SRE/Drug Education lessons pupils should be reminded by the teacher/outside visitor that ground rules are adopted to ensure a safe environment for teaching. This reduces anxiety to pupils + staff and minimises unconsidered, unintended personal disclosures.  
 Ground rules are established with the class at the beginning of the SRE programmes.

### Examples

- We won't ask each other or the teacher any personal questions.
  - We will respect each other and not laugh, tease or hurt others
  - We won't say things we want to keep confidential
  - We can PASS or Opt out of something if it makes us feel uncomfortable.
  - If we do find out things about other pupils, which are personal and private we won't talk about it outside the lesson but
  - If we are worried about someone else's safety we will tell a teacher.
4. Monitoring and Evaluation of SRE programmes. The course will be evaluated by both teachers and pupils to ensure that it continues to meet the needs of the pupils and the school. The process will be done in the last lesson of the SRE programme and the review forms returned to the PHSE Co-ordinator for analysis and evaluation.  
 Teachers will be responsible for the assessment of pupil progress and reporting on it.

### **Right to withdraw**

Parents do not have the right to withdraw their child (ren) from the SRE element of the National Curriculum science. Reproduction is taught within science. Information on sex and relationships, skills development and values clarification are provided within SRE curriculum. Parents do have the right to withdraw their child (ren) from SRE provided within PHSE (SRE programme).

If parent wishes to withdraw their child (ren) from aspects of the SRE programme then they need to write in the first instance to the Head Teacher, stating their reasons for the request.



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Parents will be invited in to discuss their relevant concerns regarding the programme with the relevant people in the school.

### **Review**

This policy will be reviewed on an annual basis to ensure it meets the needs of the school and its pupils.

### **Summary**

Everyone working with our children, their parents and carers should be aware that:

They cannot and should not promise confidentiality

Their role is to listen and note carefully any observations which could indicate abuse.

They should **not** attempt to investigate once the initial concern is raised.

They should involve the Designated Senior Person (DSP) immediately.

If the DSP is not available the Deputy Head or the Head Teacher should be contacted.

Disclosures of abuse of harm form children may be made at any time.

If anything worries or concerns you, report it straight away.



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Appendix 1

Science Curriculum KS3

Elements that cover PHSE/SRE

<b>Year/Unit</b>	<b>Topic</b>	<b>PHSE/SRE Content</b>
7B Reproduction	Changes as humans grow	Physical/Emotional Changes in Puberty
8C Microbes and Disease	Illness, Medical Advantages, Food Safety	Health and Medicine
9A Inheritance and Selection	Sexual Reproduction, Selective Breeding	Human Reproduction, Social and Moral Issues
9B Fit and Healthy	Diet, Smoking, Alcohol, Drugs	Lifestyle, Illegal Substances and Drugs



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