

The Warwick School

GOVERNORS' POLICY ON HEALTH AND SEX EDUCATION

The Governors' policy on Health and Sex Education serves the following School objectives:

- to promote students' self-esteem, mutual respect, sensitivity, tolerance, co-operation and goodwill in human relationships and the highest standards of physical well-being.
- to develop students' understanding of religious and moral values.

Underlying values

The School seeks to encourage a lifestyle which promotes mental and physical health. We believe that sexual relationships should only be entered into within a stable and loving relationship.

Specific Objectives of the School's Health and Sex Education Programme

- to help student make informed, reasoned and responsible choices by increasing knowledge, challenging attitudes and influencing behaviour;
- **to increase students' understanding about the physical, social, legal, psychological, financial and** educational implications of health related matters;
- to encourage students to take personal responsibility in relationships and to help them develop a personal moral code;
- to enable students to identify sources of appropriate personal support;
- to promote good parenting skills and a healthy lifestyle.

Content of the School's Health and Sex Education Programme

Health and Sex Education permeates the curriculum and is embedded in the ethos of the School, as well as being part of a planned programme of lessons across a number of subjects in both Key Stages. Training and teaching resources are made available within the constraints of the school budget.

The detailed programme is available for parents to inspect at the School. Parents may withdraw their children from those parts of the Sex Education Programme which are not compulsory elements of the National Curriculum. Requests to withdraw pupils must be made in writing to the Headteacher.

The Warwick School has built, maintains and seeks to extend links with relevant external expert agencies to support the programme, including Surrey Police, Relate, Samaritans, health service providers and commercial companies.

Updated: September 2016

KEY STAGE 3**HEALTH & SEX EDUCATION PROGRAMME****Note: A = PSHE****P = PE****S = Science****T = Technology**

Substance use & misuse	Y7	Y8	Y9
• recognise personal responsibility for decisions about substance use;	AT	ATS	AT
• know the basic facts about substances including their effects and relevant legislation;	A	AS	A
• be aware of myths, misconceptions and stereotypes linked with substance use;	A	A	A
• develop appropriate techniques for coping with situations in which substance use occurs	A	A	A

Sex education	Y7	Y8	Y9
• recognise the importance of personal choice in managing relationships so that they do not present risk, eg health, to personal safety;	A	A	A
• understand that organisms (including HIV) can be transmitted in many ways, in some cases sexually;		A	A
• discuss moral values and explore those held by different cultures and groups;		A R	AR
• understand the concept of stereotyping and identify its various forms;	A R	A R	A R
• be aware of the range of sexual attitudes and behaviours in present day society;		A	A
• understand that people have the right not to be sexually active; recognise that parenthood is a matter of choice, know in broad outline the biological and social factors which influence sexual behaviour and their consequences.		A R	A R

Family life education	Y7	Y8	Y9
• know in more detail about child development and the role of primary health care;	S		
• know about vaccination/immunisation in general health care, eg protection against disease for children, young people and individuals travelling abroad;			
• recognise the factors involved in setting up and maintaining a home, planning and having a family; know about the role of the father and the mother and their relationships before and after the arrival of children;		A	A
• recognise the changing nature of relationships within the family, eg children gaining independence, new members of the family group, death.	A	A	A

Safety	Y7	Y8	Y9
• be able to analyse and assess situations in terms of safety and know that individuals play an important part in the maintenance of safe, healthy environment;	ST PA	ST PA	ST PA
• become aware of rules and legislation relating to health and safety.	ST PA	P AT S	TP AS

Health-related exercise	Y7	Y8	Y9
• know that energy expenditure should be increased whenever possible and that exercise is the only voluntary way to do this;	T A P S	P T	T P
• know that regular exercise influences body shape and allows daily activities to be performed more easily;	T A P	P	T P
• know that regular exercise can help to alleviate stress and anxiety.	P	P	P

Health & Sex Education - KS3

Food and nutrition	Y7	Y8	Y9
• know that individual health requires a varied diet;	T A	S T	T
• understand malnutrition and the relationships between diet, health, fitness and circulatory disorders;		S T	T S
• understand basic food microbiology, food production and processing techniques		T	T S

Personal hygiene	Y7	Y8	Y9
• know that a lack of personal hygiene can contribute to ill health and social disadvantage; recognise that there are socio-economic factors which make cleanliness more difficult for some people;	T A P	A P T	P T
• be aware of the influence of clothing, household fabrics and fashion on health and hygiene;	P A	P	P
• recognise the importance of valuing and taking care of oneself.	P A	P A	P A

Environmental aspects of health education	Y7	Y8	Y9
• understand the importance of a balanced healthy lifestyle;	A T P	S P A T	P A T
• be able to distinguish between infectious and non-infectious diseases; know how they are spread and be able to assist in their prevention;	T	T	S
• understand the impact of the media and advertising on attitudes towards health;	T	A	T
• know about the NHS.			T

Psychological aspects of health education	Y7	Y8	Y9
• know how labelling and stereotyping can have a negative effect on mental health;	A	A	A
• be able to give and receive praise and encouragement in order to promote the self-esteem and self-confidence essential to mental health;	A	P A	
• understand the emotional changes which take place during puberty; understand differences in maturation and have a positive self-image.	S A	A	A

KEY STAGE 4**HEALTH & SEX EDUCATION PROGRAMME**

Note: A =PSHE

P = PE

S = Science

T =Design Technology

F = Food Preparation and Nutrition

C = Careers

R = Philosophy & Ethics

Substance use & misuse	Y10	Y11
• explore the historical, cultural and economic factors relating to the production, distribution and use of drugs worldwide;	A	P
• understand that Britain is a drug-using society and recognise the different patterns of use and their effects, eg transmission of HIV infection through shared needles and the detrimental effect on the foetus of all types of drug use;	A S	P
• recognise that individuals are responsible for choices they make about drug use;	S A	P
• be able to analyse safe levels of intake; eg tobacco use is never safe, limited use of alcohol may be;	SA	P
• discuss the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol;	A S	
• be able to communicate effectively and confidently with those who administer medication.		P

Sex education	Y10	Y11
• understand aspects of Britain's legislation relating to sexual behaviour	A C R	C
• understand the biological aspects of reproduction;	S A	
• consider the advantages and disadvantages of various methods of family planning in terms of personal preference and social implications;	A C R	C
• recognise and be able to discuss sensitive and controversial issues such as conception, birth, HIV/AIDS, child-rearing, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality;	S A R	C
• be aware of the need for preventative health care and know what this involves;	A	
• be aware of the availability of statutory and voluntary organisations which offer support in human relations, eg Relate;	A	
• be aware that feeling positive about sexuality and sexual activity is important in relationships; understand the changing nature of sexuality over time and its impact on lifestyles, eg the menopause;	A R	
• be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement;	AC	C
• be able to discuss issues such as sexual harassment in terms of their effects on individuals.	C A	

Family life education	Y10	Y11
• understand the importance of feeling positive about oneself and others; be able to express feelings confidently;	A C	A
• be aware of the part that family life can play in happy and fulfilling relationships;	A C	AC
• be aware of problems which can occur in family life, eg domestic violence, abuse, bereavement, substance use, unemployment, illness; be aware of the effects of such problems; recognise that some individuals have special needs;	A C	A C
• know about the technology available to help in the reproductive process and be able to discuss the ethical, moral and legal issues involved;	C	C S

Safety	Y10	Y11
<ul style="list-style-type: none"> investigate and be able to demonstrate safe practices in various environments, eg home, school, work, road; 	P S F A C T	F S A T
<ul style="list-style-type: none"> know and understand the background and importance of legislation affecting the workplace, including statutory and voluntary bodies concerned with safety; 	F C T	F T
<ul style="list-style-type: none"> know and understand the effects of medicines, tobacco, alcohol, drugs and fatigue in relation to accidents; 	S P A	
<ul style="list-style-type: none"> know and understand specific safety issues relating to groups such as the very young, elderly people and people with disabilities. 	F	A

Health related exercise	Y10	Y11
<ul style="list-style-type: none"> know that regular exercise promotes well-being and improves bodily health; 	F P S	P F
<ul style="list-style-type: none"> know that regular exercise increases the functional capacity of people of all ages and can help those who are disabled or chronically ill; 	P S	P
<ul style="list-style-type: none"> understand the advantages of incorporating regular exercise as part of their lifestyle, to improve their health - both physical and mental. 	P S F	P

Food and nutrition	Y10	Y11
<ul style="list-style-type: none"> be able to analyse and evaluate diet and recognise suitable adjustments which take account of a range of factors such as the availability of food and social, cultural and financial influences; 	S F	P F
<ul style="list-style-type: none"> know that various types of diet promote health for different groups, acknowledging cultural and ethnic variations; 	F	F
<ul style="list-style-type: none"> understand consumer aspects of food hygiene, shopping for food; legislation, including the current food labelling system; 	F	F
<ul style="list-style-type: none"> understand the relationships between food, body image and self-esteem; 	F	
<ul style="list-style-type: none"> have accurate information to enable them to distinguish between fact, propaganda and folklore in dietary matters. 	F	F

Personal hygiene	Y10	Y11
<ul style="list-style-type: none"> be able to discuss the value of "hygiene" products; be aware of the influences of the media on self-image; 	F	
<ul style="list-style-type: none"> know how gender stereotyping can affect behaviour in relation to personal hygiene; 	F	
<ul style="list-style-type: none"> know about the provision of dental services and understand the importance of regular attendance. 	F	

Environmental aspects of health education	Y10	Y11
<ul style="list-style-type: none"> understand how legislation and political, social, economic and cultural decisions affect health; 	F	P A
<ul style="list-style-type: none"> accept responsibility for and be able to justify personal choices and decisions about health; show some insight into other people's lifestyles, values, attitudes and decisions; 	F A	P A
<ul style="list-style-type: none"> be aware of how food shortages and surpluses occur and the health effects of malnutrition and over-consumption; 	S F A	
<ul style="list-style-type: none"> develop a commitment to the care and improvement of their own and other people's health, community and environment. 	F A	S A

Health & Sex Education KS4

Psychological aspects of health education	Y10	Y11
• be able to carry out honest self-assessment;	A	P A
• appreciate ways in which they can control aspects of their own behaviour and resist peer pressure;	D A	A C
• be able to understand and manage changes in relationships;	A D	A
• know about factors which influence the process of making decisions, including choosing between alternatives and considering long and short-term consequences of decisions for oneself and others;	A S	A P S
• recognise the causes and effects of stress; be able to identify ways of reducing/managing/ preventing stress; know how to ask for and give support;	PA	C P A
• be aware of personal beliefs and prejudices about mental illness.	A	