

Sex and Relationships Education Policy

Governor Approval	Date: 7 February 2012	Signed:	(Chair of Governors)
Reviewed:	Date: 27 January 2014	Signed:	(Chair of L&T Committee)
Next Review:	Date: January 2016		

LOCATION AND DISSEMINATION

A copy of this policy can always reliably be found in: W/shared/admin/policy docs

This document has been disseminated to:

- Staff;
- governors;
- parents - To be available on web site;
- pupils - as above/via PSHE

RELATIONSHIP TO OTHER POLICIES:

This policy has links to school policies on

- Child Protection
- Health and Safety
- Confidentiality
- Pastoral support
- PHSE
- Healthy Schools
- School Visits
- Anti-bullying Policy
- Equal Opportunities Policy

LOCAL AND NATIONAL GUIDANCE:

This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance (Dfee 0116/2000)
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- PSHE – Personal Wellbeing - OFSTED 2007 – KS3 programme
- SRE – Schools responsibilities – June 2004 DfE
- SRE & Parents Leaflet (DfE 0206/2001)
- Review of SRE in Schools (DfE 00860/2008)

THE PURPOSE OF THIS POLICY IS TO:

- Clarify the legal requirement and responsibilities of the school.
- Clarify the schools approach to sex and relationships education (SRE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the SRE education programme.
- Provide a basis for evaluating the effectiveness of the school SRE programme
- Reinforce the role of the schools in contributing to local and national strategies.

DEFINING THE BOUNDARIES:

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

RATIONALE - WHY SRE?

Legal obligations

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

The needs of young people and the role of schools

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our schools approach to SRE is in line with the Government's strategy and guidance given to schools in DfE 'Sex and Relationship Guidance' 2000. OFSTED, PSHE – Personal Wellbeing – KS3 strategy programme and the Review of SRE in Schools 2008.

The Dfes 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviors and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'. [DfE 'Sex and Relationship Guidance', 2000]

Aims

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues.
2. To dispel myths.
3. To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
4. To develop respect and care for others.
5. To increase student's self esteem.
6. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
7. To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

Content

The programme we follow will be based on national guidelines provided by the DfE and will be sensitive to the age and experience of our pupils. It will be delivered through the iLearn programme and the National Science Curriculum. A scheme of work demonstrating progression of sex and relationships across the key stages is included with this document.

DELIVERY

SRE is delivered by: Tutors, Achievement Co-Ordinators, iLearn and Science Faculties in collaboration with a variety of external agencies.

METHODOLOGY AND RESOURCES

Teaching will be based on an understanding that a variety of interactive and participatory teaching methods will be used to ensure all pupils are fully involved. Resources used for teaching sex and relationships education can be viewed on request.

STAFF TRAINING

All staff are provided with adequate training and support to help them deliver effective Sex and Relationships Education and respond to situations with consistency and sensitivity taking account of religious, social and cultural issues. As part of staff induction on on-going CPD provision we will contact the LA SRE Consultant for details of training programmes including in-schools training opportunities. These are detailed in the school CPD file.

OUTSIDE AGENCIES

Outside agencies are at times be used to compliment the SRE programme following the LA guidelines for 'Working With Visitors in Schools'.

ASSESSMENT/MONITORING AND EVALUATION

Assessment will be carries out by the iLearn team and visiting agencies.

Monitoring and evaluation of our SRE Education programme will be carried out on a regular basis by Achievement Co-Ordinators and iLearn Faculty Leader.

PARENTS

We will share responsibility for the education of pupils, with parents, who will be kept informed and involved through newsletters, awareness raising evenings and individual discussions when appropriate.

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. However we would encourage parents to discuss this fully with the iLearn Faculty Leader if concerned. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas. See also Parent Voice Survey on SRE by DfE Nov 2009.

Appendix 1 – Additional information

WHAT IS SRE?

The term *sex and relationships education – SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the DfE guidance SRE is:

‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’ [DfE ‘*Sex and Relationship Guidance*’, 2000]

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

MORALS AND VALUES FRAMEWORK

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school’s approach to SRE will be balanced and take account of, and be sensitive to,

different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

INCLUSION

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'. *[DfE SRE Guidance July 2000]*

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the school's approach to SRE will take account of:

The needs of boys as well as girls - Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality On average, about 5% of our students will go on to define themselves as gay, lesbian, bi-sexual or transsexual (GLB). Students may also have transsexual GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with transsexual GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall also actively tackle homophobic bullying.

Special educational needs We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

The teaching programme for Sex and Relationship Education. We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication. Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Contraceptive advice to pupils Pupils will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

A WHOLE SCHOOL APPROACH

A whole school approach will be adapted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

The Senior Leadership Team (SLT) will Endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The designated SRE coordinator is currently Natasha Edmonds who will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with

developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff All teachers are involved in the school's SRE provision. Some teach SRE through the iLearn programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information about the SRE programme and supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 7.7). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

The school nurse can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nurse.

Outside agencies and speakers may be involved in inputting to SRE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant helping agencies that students can access.

Students have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

The school's approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned iLearn programme.
3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters.

Answering student's questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the SRE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

PASTORAL SUPPORT FOR STUDENTS WHO EXPERIENCE DIFFICULTIES

The nature of support available to students

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by inviting parents to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary department
- by discussing and agreeing a consistent approach for pupils to be used at home and school
- by including sex and relationships education in the Home/School Partnership Agreement
- by inviting parents to a meeting where resources are available, and their use explained.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

DEALING WITH BULLYING

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

From 2004 all schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment of hurtful comments of a sexual nature are seen within the context of the schools anti-bullying policy.

Appendix 2 – Local Sources of Help, Advice and Support

For all matters relating to the teaching of SRE and the implementation of this policy

Neil Davidson
SRE Consultant
Bristol Children and Young People's Services
Tel: 0117 3773218
Email: neil.davidson@bristol.gov.uk

For local sources of help, advice and support:

<http://www.4ypbristol.co.uk/>

Appendix 3 – National Sources of Help, Advice and Support

Brook Young peoples' information line

Free confidential
Tel: 0800 0185 023 (free phone)
Email: www.information@brookcentres.org.uk

Brook Helpline

24 hour advice on pregnancy contraception abortion and STI's
Tel: 0207 617 8000

British Pregnancy Advisory Service

Help with unplanned pregnancy
Tel: 08457 304030 (local rate)

Contraception Advice Line

Tel: 0845 310 1334 (local rates)

NHSDirect

24 hour confidential advice
Tel: 0845 4647

Sexwise

Free confidential advice on sex, relationships etc for under 18's.
Tel: 0800 282930 (free)
Text phone 0800 3281651

Web sites

- ruthinking.co.uk – information about local services
- playing Safely.co.uk – sexual health
- freedomyouth.co.uk – for lesbian, gay bisexual and transgender young people
- mindbodysoul.gov.uk – health issues for young people
- tht.org.uk – Terence Higgins Trust
- brook.org.uk – Brook Advisory Centres
- whatnow.co.uk – information and advice for young people
- likeitis.org.uk – Marie Stopes