

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



SRE Policy (Sex and Relationship Education)

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Document control

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Signature of the Chair of the Governing Body	

Background

Bedford High School is a mixed gender comprehensive school with approximately 826 pupils on roll (January 2016). As part of our broad curriculum, we deliver sex and relationships education to each student on roll. This area of the curriculum is directly linked to our caring ethos with the intention to support every child's personal development and well-being.

This Sex and Relationship Education policy seeks to underpin the schools aims and ethos whilst following National Sex and Relationship Education Guidance (DFES 0116/200). As a school we use local and national social demographic data to inform the planning for SRE.

What is Sex and Relationships Education (SRE)?

Sex and Relationship Education teaches students about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships for family life, respect, love and care. Sex and Relationships Education (SRE) also focuses on the teaching of sexual health, reproduction and sexuality. 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.

Across both key stages and the full ability range Sex and Relationship Education covers three main elements:

- **Attitudes and Values**
 - exploring the importance of values, individual conscience and moral considerations
 - exploring the value of family life, marriage, and stable and loving relationships for the nurture of children
 - exploring the value of respect, love and care
 - exploring, considering and understanding moral dilemmas; and developing critical thinking as part of healthy 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;
 - understanding how all choices have consequences;
 - managing conflict
 - learning how to minimise risk whilst avoiding exploitation and abuse.
- **Knowledge and Understanding**
 - learning about physical development at appropriate stages;
 - understanding and exploring issues related to human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services available to young people;
 - exploring the reasons for delaying sexual activity, and the benefits to be gained

from such delay; and the avoidance of unplanned pregnancies and sexually transmitted infections.

Sex and Relationship Education is embedded firmly within the RE and Citizenship curriculum. In addition to this, there are elements of SRE mapped in the Science and RE curriculum. All students have access to these subject areas and participate in Sex and Relationship Education. However, Bedford High School respects the right of the parent/guardian to withdraw their child from non-statutory elements of SRE should they wish to do so. We request that this is done in writing and addressed to the head teacher.

Aim

At Bedford High School we recognise the importance of effective sex and relationship education, as it is essential for our students to make responsible, informed and healthy decisions about their lives now and in the future. Our SRE programme aims:

- To provide high quality SRE, which helps to create a safe school environment in which students can grow, learn, and develop positive, healthy behaviour for life.
- To provide a clear structure and consistent approach to the delivery of Sex and Relationship Education.
- To provide support and guidance to teachers in line with current Sex and Relationship Education Guidance from the PSHE Association and DfE Guidance (2013).
- To contribute to the National Teenage Pregnancy Strategy – Beyond 2010.
- To help students move confidently from childhood through to adolescence and on into adulthood.
- To enable students to realise their potential, regardless of their background and give them the best possible start in life.
- To equip students with high moral values, self respect and respect for others.
- To contribute to promoting the spiritual, moral, cultural, mental and physical development of our students at school.

It is essential for the following reasons:

- Students have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Students want to be prepared for the physical and emotional changes they undergo at puberty, and they want to learn about relationships.
- SRE plays a vital part in meeting schools' safeguarding obligations. Our SRE provision is part of a preventative programme that enables students to learn about safety and risks in relationships.
- To maintain our statutory obligation under the Children Act (2004) to promote our students' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

Consultation

Prior to writing this policy consultation with students, staff and parents took place. The consultation process helped to not only monitor the delivery of SRE lessons but also to review

and amend planning to ensure students individual needs are met. Consultation takes place with all year groups at various times in the academic year.

Organisation and Planning

All students across both key stages are taught Religion and Citizenship. Sex and relationship education is firmly embedded within this provision both in discreet units and via other PSHEE and Religion units where it is clearly mapped.

The Director of Learning for Personal Development and Head of Humanities hold full responsibility for the long and medium term planning of all units. Individual class teachers are then expected to use these plans to plan for their lessons and differentiate to meet the needs of all individual students. Lesson planning, the quality of teaching and students' work are monitored on a regular basis in line with the school's quality assurance protocols.

A wide variety of teaching methods are used to deliver sex and relationship education lessons, with a strong focus on explorative student led learning within a safe environment. Typical lesson activities may include:

- Whole class and smaller group discussions.
- Research and ICT based tasks.
- Peer teaching.
- Question box sessions.
- Use of guest speakers and outside agencies.
- Paired work.
- Role play

All resources used for sex and relationship education must be approved by the head of faculty prior to use.

Assessment

Due to the nature and purpose of SRE, students are not assessed using grades or levels having studied exclusive sex and relationship units. Elements of SRE are however, assessed within the assessment structure of RE and Citizenship.

In addition to this, our consultation process allows pupils the opportunity to explain their age related needs.

Confidentiality

This policy clause sits in conjunction with the schools policies and procedures on Safeguarding and Child Protection.

Teachers, on occasions are expected to not keep information confidential. This can relate to a variety of issues including under age sexual activity, drugs use, abuse or other dangerous or illegal activities. Students and parents are made aware of this and how it works in practice.

In Lessons:

- Ground rules and distancing techniques are to be used where sensitive issues are to be addressed
- Staff should not put pressure on students to disclose personal information and should discourage fellow students from applying any such pressure.
- All Staff are offered training on dealing with such issues as part of their CPD entitlement and are encouraged to attend.

Personal disclosures

Disclosures from students may take place at an inappropriate place or time. If this happens, the member of staff should talk again individually to the student before the end of the school day to gather accurate information. The member of staff may be able to discuss the issue with an appropriate colleague to decide on suitable action, without giving the name of the pupil. If the issue is of a Safeguarding nature, the member of staff must not disclose this to any other colleague. In this case they should also complete a CPOMS log and alert the member of SLT responsible for Safeguarding as soon as possible, detailing the nature of the disclosure. This information will be held by the member of SLT with responsibility for Safeguarding, who will then decide on appropriate further steps.

The school child protection procedures must be followed at all times.

Key Points:

- Students should be reassured that their best interests will be maintained.
- Students should know that staff cannot offer unconditional confidentiality.
- Students should be reassured that if confidentiality has to be broken, they will be informed first and then supported appropriately.
- Students should be informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.
- Any personal information should be regarded as private and not passed on indiscriminately (for example in the staff room).
- If a member of staff receives information that leads them to believe that there is a child protection issue, they must refer the case to the member of SLT responsible for Safeguarding following a discussion with the young person involved. This must be done via CPOMS.
- Students should be encouraged to talk to their parents or guardian and be given support to do so where ever possible

Equal Opportunities and Diversity Impact

Staff may wish to discuss an individual case with a class or group. For instance it can support the inclusion of a child with Aspergers Syndrome or Autism, if their peers are made aware of the condition and so have some idea of what to expect. Similarly a child with visual impairment can be supported if his/her friends know how to look out for them in the playground. In such cases permission will be sought from the child and his/her guardians.

Working with Parents and Guardians

Bedford High School recognises that parents and guardians are the key people in teaching their children about sex, relationships and healthy lifestyle choices. Many parents and guardians find it difficult to talk to their children about such issues. We recognise that some parents and guardians may need support in this role and offer support and guidance where necessary. We will continue to always work in partnership with parents, consulting them regularly on the content of sex and relationship education programmes.

Parents are informed of the child's progress on a regular basis via parents' evenings and review days

Health Professionals and Outside Agencies

The use of health professionals and outside agencies must be planned for and agreed with the head of faculty prior to booking. The school procedure for using health professionals and outside agencies must always be followed.

Health professionals are bound by their professional codes of conduct to maintain confidentiality when working in a one to one situation. When working in a classroom, they are bound by relevant school policies. In line with best practice guidance, like other school staff, they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques.

Monitoring and Evaluation

The implementation of this policy is monitored throughout the year, in line with our whole school quality assurance protocols, by the head of faculty and linked member of SLT. This is done via:

- Lesson observations / Drop-ins
- Monitoring of planning
- Work scrutiny
- Consultations with students and staff

All teachers have a copy of the policy within the school handbook and are expected to be aware of it adhere to it all times.

Links to other policies

- PSHEE and Citizenship policy
- Anti-Bullying policy
- Drugs Policy
- Health and Safety Policy
- Child Protection Policy
- Equal Opportunity Policy