



Old Buckenham High School

Sex and Relationship Education Policy

Name of School:	Old Buckenham High School
Date of Policy:	June 2008
Member of staff responsible:	Mr D J Wallis (Head of Citizenship/PSHEE)
Governor responsible:	Mrs C Harper
Major review date:	June 2010

Background Information

Old Buckenham High School is a mixed comprehensive school catering for pupils aged between 11 and 16 in rural Norfolk.

Morals and Values Framework

The SRE programme at Old Buckenham High School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community.

1. Introduction

Effective Sex and relationship education (SRE) is essential if young people are to make responsible and well informed decisions about their lives. It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

2. General Aims

Effective Sex and Relationship Education (SRE) is crucial to developing and maintaining emotional and physical health.

The DCSF Sex and Relationship Education guidance states that Sex and Relationship Education (SRE) should be firmly rooted within the framework for Personal, Social, Health, and Economic Education (PSHEE) and Citizenship. The most crucial factor in the delivery of effective SRE is how it is performed. Teachers should know about policy, procedures, relevant content, facts and issues.

The delivery of SRE at Old Buckenham High School is a key element within the area of Health Education. The themes that Health Education covers at Old Buckenham High School are as follows:-

- Drugs and Alcohol Education
- Sex and Relationships Education
- Personal Wellbeing
- Nutrition and Physical Activity
- Safety
- Economic Wellbeing and Financial Capability

Within the SRE programme at Old Buckenham High School a number of key issues must be addressed through its delivery. These are as follows:-

- Puberty
- Menstruation
- Contraception
- Abortion
- Safer Sex, HIV/AIDS and other Sexually Transmitted Infections (STIs)
- Relationships

The above issues will be delivered through discrete lessons within the PSHEE programme but they will also be delivered across the curriculum in specific subject areas. As SRE is a statutory responsibility it is essential that opportunities for the provision of all the key issues within SRE are provided to the pupils at Old Buckenham High School. SRE should aim to help pupils to develop a number of skills, attitudes and values, knowledge and understanding which will be transferable and prepare them well for adult life. Examples of skills that should be promoted through SRE are:-

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on understanding 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

Examples of Values and Attitudes that SRE should promote are:

- 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

Examples of knowledge and understanding that SRE should promote are:-

- learning and understanding physical development at appropriate stages
- understanding 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
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

3. Objectives

SRE at Old Buckenham High School should allow pupils to achieve Personal and Social Development (PSD) outcomes which may be academic, emotional, sexual, social, physical or psychological. Through achieving these outcomes pupils at Old Buckenham High School should be prepared for an adult life in which they can:-

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections including HIV
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and if necessary treatment
- know how the law applies to sexual relationships

4. Specific Key Stage Skills

In direct relation to the actual SRE lessons, student should demonstrate the following skills.

Key Stage 3 Skills:

Students should be taught:

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- to recognise some of the cultural norms in society, including the range of lifestyles and relationships
- the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- about the role and importance of marriage in family relationships
- about the role and feelings of parents and carers and the value of family life
- to recognise that goodwill is essential to positive and constructive relationships
- to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- to resist pressure to do wrong, to recognise when others need help and how to support them
- to communicate confidently with their peers and adults.

Key Stage 4 Skills:

Students should be taught:

- to recognise influences, pressures and sources of help and respond to them appropriately
- to resist pressure to do wrong, to recognise when others need help and how to support them
- to think about the alternatives and long- and short-term consequences when making decisions about personal health
- to use assertiveness skills to resist unhelpful pressure
- about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.

5. How is SRE provided and who is responsible for providing it?

SRE is provided through specific provision within PSHEE programme at Old Buckenham High School. Lessons are provided on a one hour every two weeks basis. However, SRE is not delivered in isolation, but is firmly embedded in all curriculum areas. SRE is normally delivered by the PSHEE team in mixed gender groups, unless it is deemed more appropriate for topics to be covered in single sex groups. Staff delivering the SRE material are encouraged to access appropriate training and support to help them deliver effective SRE. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of aspects of SRE within school. The following code of practice is used when visitors are used to support the delivery of the PSHEE and/or SRE programme:

- Visitors are invited in to school because of the particular expertise they are able to make
- All visitors are made familiar with and understand the school's SRE policy and work within it,
- Input to SRE and PSHE sessions is part of a planned programme and is agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation will inform future planning.
- The materials used within these specific SRE lessons are differentiated and also age-specific so that appropriate issues are covered with particular year groups. The SRE programme is also flexible so that it can be altered in the light of any specific issues that may arise and need to be addressed
- SRE is statutory and an entitlement for all pupils. Therefore, pupils that miss any SRE focus sessions are provided with the opportunity to cover the work with another form group. Indeed, the focus session arrangement is very good for allowing pupils the maximum number of opportunities to cover the SRE curriculum

- The Head of Citizenship and PSHEE is responsible for co-ordinating the SRE programme and the PSHEE team along with outside agencies will provide it. These people must be aware that many sensitive pupil issues may be encountered and these must be treated with care and in confidence

6 How is SRE monitored and evaluated?

The quality of SRE sessions will be reviewed and evaluated by the Head of PSHEE, and members of the PSHEE team and pupils. These evaluations will be used to help improve the unit of work. The Head of PSHEE will collate the results of evaluations and feed these back to the members of the PSHEE team responsible for teaching SRE.

Some elements of SRE such as policy development and the creation/updating of lesson plans, module plans and curriculum frameworks will be linked to school development planning. This will be the responsibility of the Head of PSHEE and will be done in consultation with the feeder schools. The outcomes will be evaluated by the direct line manager, the governors curriculum working party and all relevant county advisors

7. What is the role of parents/carers and the wider community?

These groups should play a key role in helping to draw up the SRE policy. People from these groups will be asked for input into policy creation and for comments on the draft policy

Parents/Carers can help with the dissemination of SRE policy and support their child's learning in a number of ways. It is important that Old Buckenham High School allows opportunities for this to occur. Involvement in projects such as the county 'learning together' project is an example of an excellent way of achieving this. Parents are invited into school and take part in lessons for SRE. Through doing this they become better informed and can help to a greater extent with supporting their child's learning

8. When, how and by whom will the policy be reviewed?

The policy, like other school policies, will be reviewed on a 2 yearly cycle. Any changes will need to take account of continuing DCSF and county guidelines and will be completed by the Head of PSHEE

The policy will be examined by members of staff (all staff should have a copy made available to them), the Head teacher, the governors curriculum working party, parents and the wider community. Adjustments will be made on the basis of the specific needs that arise from their comments

The SRE policy is strongly linked to many other policies and they should influence its delivery. These are:-

- Drugs Education Policy
- Equal Opportunities Policy
- Confidentiality Policy
- Child Protection Policy
- Behaviour Policy
- SEN Policy

9. Specific Issues within SRE

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will discuss the concerns with the designated Child Protection Officer (Assistant Headteacher; Care Support and Guidance), who may confer with the Head teacher before any decision is made.

The pupil concerned will be informed that confidentiality is being breached and the reasons why. The pupil will be supported throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting these concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions, but also respect others that may have different opinions.

Withdrawal

Parents/guardians have the right to withdraw their children from all or part of the SRE provided at the school except for those parts within the statutory National Curriculum. Those parents/guardians wishing to exercise this right are invited to see the Head teacher who will explore any concerns and discuss the impact that withdrawal may have on the pupil. Once a pupil has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/guardians who wish to supplement the school SRE programme or wish to deliver SRE to their children at home.

Dealing with Questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Officer if they are concerned.

Dissemination

All staff members and governors receive a copy of the policy. Parents/Guardians may request a copy of the policy from the school office. A summary of the policy is included in the school prospectus and on the school website.

A major review of the policy will be conducted every two years.

Equal Opportunities Statement

The school is committed to the provision of SRE to all its pupils. The programme of study aims to respond to the diversity of pupil's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups, but there may be occasions where pupils with Special Educational Needs (SEN) are given extra support from SEN staff.

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