

Bedale High School Sex and Relationships Education Policy

School BEDALE HIGH SCHOOL

Headteacher MRS S REES

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
September 2015/16	Ms R Haydon		Gerry Price
September 2016/17	Ms R Haydon	Mrs A Hatton	Gerry Price

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
7.2014	Policy re-written in accordance with new NYCC Guidance (2013)	R Haydon	
28.10.2015			
5.9.16	Policy rewritten in accordance with NYCC Guidance (2016)	R Haydon	

Date Ratified by Governors		Review Date
October 2016		October 2017

SEX AND RELATIONSHIPS EDUCATION POLICY (SRE)

This policy links to:

- Safeguarding/child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk).
- Inclusion Policy.
- Science.

The schools Values/Ethos

The whole school ethos and values will support a safe learning environment for SRE. The SRE curriculum will reflect the values of the school. These include:

- An awareness, understanding and respect for self, including self-confidence and self-esteem.
- An awareness and respect for others and their views.
- Taking responsibility for choices and actions.
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect.
- The development of relationships based on mutual understanding and trust.
- Develop a regard for family life, friends and the wider community.

Definition and objectives for SRE

The objective of SRE is life-long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE 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 and to enable pupils to take responsibility for their sexual health and well-being. SRE involves some key learning objectives:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect.
- Ensure pupils are equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships.
- To respect and care for their bodies.
- To be prepared physically and emotionally for puberty and adulthood.
- Explore and develop the social and personal skills needed to make informed choices.
- Increase knowledge and understanding about physical development, sexuality, emotions and sexual health.
- Able to take responsibility for their sexual health and wellbeing.

Roles and Responsibilities

The Governing Body

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The governing body, in cooperation with the headteacher, will involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing will ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. There is a designated link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

The Headteacher

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The headteacher's responsibilities in respect of SRE are to:

- Work with governors to ensure compliance with the government legislation.
- Liaise with the general studies coordinator to ensure the effective delivery of the SRE within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues and progress around SRE issues.
- Act upon any concerns which may arise from pupils' disclosure during SRE sessions.

The General Studies (GS) Coordinator

The school has a coordinator for GS who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work.
- Ensure that all staff are confident in the skills to teach and discuss SRE issues.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around SRE.
- Access appropriate training.
- Monitor and advise on SRE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE.
- Liaise with any service provision to support aspects of sexual health.
- Review/update the policy on a two year cycle or sooner if necessary.

Parents/Carers

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the headteacher with any queries or concerns.

The Parental Right to withdraw their child from SRE lessons

Parents/carers have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the national curriculum. Under section 405 of the Education Act 1996, parents/carers may opt to withdraw their children from SRE lessons. ***Parents/carers will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the headteacher or GS coordinator who will explore their concerns (this should be altered to ensure it meets the agreed procedures of the school).*** If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. The GS coordinator will liaise closely with any external providers to ensure that learning opportunities for students are maximised. A teacher will be present when an external contributor is working with pupils. All external visitors will have a DBS (formerly a CRB) check.

Delivery of SRE and the Curriculum

A successful SRE programme is firmly embedded within the school's framework for general studies and the national curriculum for science.

- The SRE curriculum is delivered through science and general studies lessons across year groups.
- The SRE programme is delivered by a dedicated team who have undergone training.
- The SRE curriculum (Schemes of work and learning outcomes) are available for parents who may wish to see it. Please contact the GS coordinator.
- A range of resources and teaching methods are used and care is taken in the selection of appropriate resources.
- Effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation).

Bedale High School is committed to offering good quality SRE including the following:

- Structured learning opportunities with consistent messages that are built on year by year.
- Age and culturally appropriate SRE.
- Pupils involved in identifying their needs for their SRE curriculum.
- Pupils being provided within a learning environment that is safe.
- Values and attitudes are central to a SRE programme. Clear values that underpin SRE include: mutual respect, the value of a loving and stable relationship, rights and responsibilities for self and others, commitment to safety and wellbeing, gender equalities and to promote positive and confident attitudes. To support pupils to develop and clarify their individual, family and community values.
- A central focus of a SRE programme is on relationships, managing relationships and enabling pupils to identify their own emotions and those of others.
- Preparing pupils for the physical and emotional changes of puberty and adolescence.
- Supporting pupils to develop skills in communication, refusal and negotiation.
- Supporting pupils to develop confidence and skills to manage the real life situations they face in their daily lives.
- All information provided is factually accurate and there is clear distinction between information and views/beliefs.
- A range of sexualities are incorporated into an inclusive SRE curriculum.
- SRE is delivered by competent and confident educators who use active teaching and learning methods and provide opportunities for all pupils to engage with and discuss sensitive issues.
- Pupils learn about social norms and that the majority of young people do not have sexual relationships before the age of 16.
- The SRE programme aims to support pupils to manage the pressures to become sexually active until they are ready to enjoy and take full responsibility for a sexual relationship through delay sexual health messages.
- The SRE programme recognises that young people need to be able to easily access sexual health and contraceptive services in places that are convenient to them, and be supported in their emotional development and self-esteem.

Assessing, monitoring, evaluating and reviewing SRE

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum will:

- Be planned from the beginning as an integral part of teaching and learning.
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Involve pupils in discussion about learning objectives and desired outcomes.
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment.
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes.
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum lead will be responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team, and via the headteacher to the governors' curriculum committee. The GS co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The SRE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE.
- To review resources and renew as appropriate).
- To update training in line with current guidance and staff identified needs.

Safeguarding and Confidentiality

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for child protection. The designated person will then, in line with the school's child protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

Diversity

Children and young people from all faiths and cultures have an entitlement to SRE. Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Bedale High Schools will promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

Lesbian, Gay and Bisexual (LGB)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. Pupils will be provided with the opportunities to learn about different family structures. For older pupils when discussing sexual relationships and partners, teachers of SRE will ensure reference and resources are used that relate to LGB people.

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum will cater for LGB and heterosexual pupils. This also means schools will be proactive in preventing homophobic bullying and make all children and young people feel included. The school is committed to eliminating discrimination, advance equality and foster good relations. This means preventing and tackling homophobic bullying and language.

Access to Sexual Health Services at Bedale High School

Advice and guidance for any students at Bedale High School can be accessed through a referral to the Healthy Child Service. This can be requested by students or parents by communication with any of the pastoral team and results in a meeting with a healthy child practitioner.

Self Taken Images – ‘Sexting’

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. In some schools there is increasing concern about pupils taking an indecent image of themselves, or someone taking the image and then sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. This puts the person in the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

It is illegal to send an indecent picture of a person under 18 on to someone else. If anyone were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

The present advice for a pupil if they receive an indecent image or text from someone is not to send this image on to others. The pupils should speak to a trusted adult. If an indecent image has been posted in the online environment, someone will need to contact the service provider, such as Facebook, or Youtube to have it removed. This can be done by visiting their safety centres and following their reporting links.

If a member of school staff is shown or discovers an indecent image then they will:

- Refer to the Designated Senior Person in school who may seek advice from either the Senior Educational Social Worker or one of the Educational Safeguarding Managers.

If possible, clarify and make note of the image:

- What is it?
- Of whom?
- Who took it?
- How/why does the pupil have it on their device/phone?

The School ensures that ‘Sexting’ is part of the taught general studies curriculum which aims to ensure pupils are aware of the legal situation and to protect their privacy and safety. Also to ensure it is part of the schools anti-bullying policy.

Sexual Exploitation and Female Genital Mutilation (FGM)

Where a person is in a regulated profession and in the course of their work they believe that an act of female genital mutilation appears to have been carried out on a girl who is aged under 18 years, they must notify the DSP immediately who will notify the police and the Children and Families Service.

Staff awareness of their duties appertaining to the reporting of FGM and sexual exploitation are made clear through whole staff safeguarding training.

Sex and Relationships Education in the Curriculum from the Science Statutory Programme of study and the PSHE Non-Statutory Framework

Key Stage 3 – Sex and Relationships Education in the Curriculum Science: Statutory Programme of study: (QCA 2007)

Range and content should include:
Organisms, behaviour and health

The human reproductive cycle includes adolescence, fertilisation and foetal development

Conception, growth, development, behaviour and health can be affected by diet, drugs and disease

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

Explanatory notes:

Sexual health: includes issues related to contraception, pregnancy and disease

Diet, drugs and disease: This includes...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.

PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)

Range and content that teachers should draw on when teaching the key concepts and processes include:

examples of diverse values encountered in society and the clarification of personal values

physical and emotional change and puberty

sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities

the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement

different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships

the nature and importance of marriage and of stable relationships for family life and bringing up children

the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

Key Stage 4 – Sex and Relationships Education in the Curriculum Science: Statutory Programme of study: (QCA 2007)

Pupils should be taught:
Organisms and health

Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments

PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)

Range and content that teachers should draw on when teaching the key concepts and processes include:

the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them

how the media portrays young people, body image and health issues

the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities

where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid

characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis

parenting skills and qualities and their central importance to family life

the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

Criteria for choosing appropriate resources to support the teaching of SRE

There are a wealth of commercially produced resources to support teaching and learning in general studies. Prior to purchasing and using resources it is important to consider the following:

Good Practice Principles:

- Is the resource in line with the school's ethos, values and policy statements for SRE?
- Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

Teaching and Learning:

- Does the material outline processes for establishing a positive and supportive learning environment eg developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

Content:

- Does the content covered meet with pupils' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage pupils to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

Curriculum Issues:

- Does it contribute to broad and balanced PSHE provision?
- Does the material say how it covers statutory and non-statutory learning outcomes?
- Does the resource support continuity and progression across the key stages and curriculum subjects?

(Adapted from the PSHE association criteria for resources 2010)