

Alderman Peel High School Sex & Relationships Education (SRE) Policy.

Introduction

Name of school: Date of Policy:
Member(s) of staff Responsible:

Review Date:

Alderman Peel High School

October 2016

Mrs S. Watkins (Citizenship Co-ordinator) January, 2017

Background Information

Alderman Peel High School is a mixed rural comprehensive school catering for children aged between 11 -16 in the town of Wells-next-the-Sea. The children are predominantly white and come from both single and dual parent families.

This policy was developed by the Citizenship Co-ordinator and Associate Headteacher, through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school nurse. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (*Sex Education Forum 1999*).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science curriculum are mandatory. The DfEE (as was) Sex and Relationship Education Guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

The policy is available for parents to access on the school's website.

Objectives of SRE at Alderman Peel High School

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. The policy shall be reviewed at the start of each academic year.

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop a positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted states that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing and under the Education Act (1996), to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Moral and Values Framework

The SRE programme at Alderman Peel 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, schools and wider community.

Equal Opportunities Statement

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

Content

In Key Stage 3 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice & support and when and where to get help, such as from a genito-urinary medicine clinic.

In Key Stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

Materials used reflect the consultation with parents/carers and the school health adviser (school nurse). Age and cultural backgrounds of the pupils are regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to pupils in the library.

Organisation

SRE is not delivered in isolation but firmly embedded in all curriculum areas, including the CORE programme and Religious Studies lessons. At Alderman Peel High School the *main* content is delivered in Citizenship, CORE RS and Science lessons.

SRE is normally delivered by specialist teachers in mixed ability gender groups. Active learning methods which involve children’s full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Alderman Peel High School has a code of practice for using visitors to support the delivery of Citizenship:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;

- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to Citizenship lessons are part of a planned programme and 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 informs future planning.

Evaluation of the SRE programme outside the science curriculum is conducted using a variety of evaluative techniques which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which will be used by the coordinator to inform future planning and to inform parents of what students have studied in an end of year Citizenship and CORE report.

Alderman Peel High School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE.

Specific Issues within

SRE Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum (Science curriculum). Those parents/carers wishing to exercise this right are invited in to see the Associate Headteacher who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Parents will be asked to complete a consent form at the start of Year 7 by the Head of Student Progress.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

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 talks to the Designated Safeguarding Lead who may confer with the Leadership Team before any decision is made.

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

Safeguarding and Child Protection

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and all staff are reminded of the procedures for reporting their concerns to the Designated Safeguarding Lead, at the start of each academic year and as part of the schools induction programme.

Disclosures

If a member of staff learns that an under 16 years old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is persuaded to talk to their parent/carer;
- Child Protection issues are addressed;
- The young person receives adequate counselling and information;
- The Headteacher will monitor the frequency of cases where they handle information without parental knowledge.

→ 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

a different opinion.

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 Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

Alderman Peel High School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context. Alderman Peel High School has a Homophobic bullying policy.