



Sex & Relationships Policy

Reviewed June 2009

Secondary School Sex & Relationships Policy

Introduction

Name of school: Benjamin Britten High School

Member(s) of staff Responsible: Mr P Clements (Skills for Life Co-ordinator)

Background Information

Benjamin Britten High School is a comprehensive school catering for children aged between 13-18. The children are predominantly white and come from both single and dual parent families.

This policy was developed by the school Skills for Life Co-ordinator at the time through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. 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 Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE 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.

Other related policies and documents include the PSHE Policy, Citizenship Policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy.

Aims and Objectives

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. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at Benjamin Britten High School reflects the school ethos and demonstrates and encourages the following values and adheres to the Every Child Matters Agenda

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

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. Outside professionals are brought in to deliver lessons. These include Waveney Women's Health Information Centre (WWHIC) who work with both sexes together in classes to deliver relationships material, which is followed up by sessions with the School Nurse on forms of contraception. The school Nurse also delivers health education to girls.

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. The School Nurse reinforces STI material in year 9.

The content of the one-hour weekly lessons was decided upon after the consultation process involving staff, governors and the school health adviser using the OFSTED Sex and Relationship Guidance (2002) as a basis for discussion. A more detailed scheme of work is available on request.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were 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 Personal, Social Health Education (PSHE) and citizenship and RE . At Benjamin Britten

High School the *main* content is delivered in PSHE lessons to years 9 and 11 in the summer term and year 10 in the spring term. This ensures a coherent spiral curriculum. Some material on relationships is also delivered within the tutorial programme – for example the Unstoppable teens programme does some work on relationships. In the first half term there is a discrete unit on relationships for year 9 based on effective social interactions with activities such as speed dating, writing positive reports on each other etc. The tutorial programme is shortly to be reviewed.

SRE is normally delivered by specialist teachers or professionals 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. Wherever High School has a code of practice for using visitors to support the delivery of PSHE:

- 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 PSHE lessons are part of a planned programme and negotiated 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 informal activities which have been built into the programme. Teachers are asked to keep their own personal evaluation of each lesson which are used by the coordinator to inform future planning. This for example enables us to evaluate the value of input by outside bodies. In Science, pupils study reproduction In year 6. There is currently no relevant Science content at KS3 or KS4.

Liaison procedures are already in place with the main feeder schools in the area. Discussions on SRE are included.

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. Those parents/carers wishing to exercise this right are invited in to see the 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.

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

named child protection coordinator who may confer with the headteacher 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.

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 their concerns.

Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity the school will try to 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 different opinions.

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

Wherever 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.

Dissemination

All staff members, governors and PTA committee members receive a copy of the policy. Training is regularly delivered to staff on the policy content. Several copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

Signed

Date: June 2009

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Date	01/01/08	23/06/09					