



Sex and Relationships Education Policy

Adopted:	1 December 2015
Review Date:	December 2017
Responsible for Review:	PSHEE Co-ordinator/Associate Head
Committee for Review:	Care and Achievement
Frequency of Review:	2 Years
Statutory:	Yes



Introduction

At Bungay High School, SRE is delivered at KS3 within the Humanities programme and in discrete PSHEE/Citizenship lessons in Year 9. At KS4, it is delivered through the school's 'Early Bird' programme as well as via assemblies and visiting speakers.

Members of Staff Responsible:

- Co-ordinator of PSHEE within RE at KS3 – Sam Betts
- Teachers of PSHEE/Citizenship in Year 9 – Catherine Wiltshire and Matt Leech
- Co-ordinator of PSHEE at KS4 – Matt Leech

What is SRE?

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

SRE is an educational entitlement for children and young people. It should support children and young people in managing puberty and adolescence and prepare them 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 body and their sexuality
- Have confidence and self esteem to value themselves and others
- Behave responsibly within sexual and personal relationships
- Communicate effectively
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV
- Access confidential advice and support.

Why should SRE be taught?

Effective SRE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing. In addition, it helps support young people through their physical, emotional and moral development and helps young people learn to respect themselves and others moving with confidence from childhood through adolescence into adulthood.



Legal requirements

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science order
- Parents/carers have the right to withdraw their children from SRE lessons
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs.

Further recommendations:

- The DfE's Sex and Relationships Guidance (0116/2000) suggests that schools should set sex and relationships education within a broader base of self esteem and responsibility for the consequences of one's actions.

Links with other Policies

This policy is linked with a number of other school policies, most particularly the following:-

- Social, Moral, Spiritual and Cultural Development
- Safeguarding
- PSHEE
- Drug Education

Aims of the policy

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work. The audience for this policy may include staff, parents/carers, students, governors and visitors to the school. The policy is referred to in the school prospectus where parents are also advised of their right to withdraw their child from SRE lessons.

Morals and Values Framework

The school's policy for Social, Moral, Spiritual and Cultural Development is a framework for all aspects of our work. In the context of SRE, Bungay High School endorses and promotes a morals and values framework which engenders:-



- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- An awareness of the way others feel as well as the concepts of mutual support, co-operation, honesty and openness
- An awareness of “bonding”, “commitment”, “loyalty”, “guilt”, “conscience” and “rejection”
- The acceptance of the responsibility for and the consequences of personal actions
- The preferences for saying “No” and waiting
- The right of people to hold their own views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about sex and relationship issues.

Equal Opportunities

Bungay High School’s SRE programme responds to the needs of individual students and takes the cultures, faiths and family backgrounds of all students into consideration. Equal time and provision will be allocated to all groups but there may be occasions when students with special educational needs are given extra support from SEN or PSHEE staff.

Content

In the PSHEE programme at KS3, students 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 and how to access sources of advice and support and when and where to get help, such as from a sexual health clinic and a family planning service.

Students also consider body image and learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, and how they are used (the use of a condom is demonstrated). They also consider risks associated with early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

(In Science lessons at KS4, brief reference is made to contraception within the context of hormone control).



Language acceptable and appropriate in SRE lessons

All staff will

- Use the correct terms for all body parts as this is deemed good practice
- Where appropriate, teach students what 'slang' words mean and that some are offensive
- Avoid the use of any slang.

Dealing with sexually explicit questions

Staff will use their professional judgement and consider context when considering answers to such questions.

- It will be made clear, through ground rules for PSHEE lessons, that personal questions are inappropriate
- Students will be encouraged to ask their parents/carers any questions outside the planned programme
- If appropriate, students will be told that their questions will be answered in a later part of the PSHEE programme. At KS3 a "question box" is used to inform learning
- The programme may be modified to address particular issues if certain questions recur (perhaps because of current media coverage).

Organisation

- SRE is taught within the Humanities programme in Years 7 and 8 and Citizenship/PSHEE programme in Year 9. Students are taught in mixed sex groups.
- SRE is also taught via a five strand approach at KS4. The programme is delivered through "Early Bird" sessions, assemblies, "Moodle", the "Better Health" app which is available to download and occasional visiting speakers.

External agencies may be used to enhance the programme.

The School Nurse visits regularly and students are made aware of their service in PSHEE lessons.

Monitoring and Evaluation

- PSHEE teaching is monitored through the Humanities Faculty's monitoring programme
- Student assessment of the programme is through an assessment sheet at the end of the school year in Year 9.

Informing Parents/Carers

The School Prospectus makes specific reference to the delivery of 'Sex Education' and the right of parents to withdraw their children.

A letter is sent to the parents of all Year 7, 8 and 9 students just prior to the commencement of the SRE programme explaining its content in outline and notifying them of the right to withdraw their child.

There is a link on the school's "Moodle" website with helpful information for parents of KS4 aged students

Safeguarding

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting concerns. In these cases the school's Safeguarding Policy will be referred to.

Updated November 2015

Reviewed by the Care and Achievement Committee on 5 November 2015

Adopted by full Governing Body on 1 December 2015