

Bishop Barrington School

Sexual Health and Relationships Education Policy (SRE)

### Rationale

Sexual Health and Relationships education is an educational entitlement of all pupils and integral part of each pupil's emergence into adulthood.

It should 'promote the spiritual, moral, mental and physical development of pupils at school and in society' and 'prepare them for the opportunities, responsibilities and experiences of adult life' (Education Reform Act 1988).

At Bishop Barrington SRE follows the ethos of the school that 'every child matters' and that SRE is fundamental to the healthy development of each pupil, both physically, mentally and emotionally.

### What is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Bishop Barrington SRE follows the ethos of the school that 'every child matters' and that SRE is fundamental to the healthy development of each pupil, both physically, mentally and emotionally.

### Principles and Values

In addition, Bishop Barrington School believes that SRE should:

- \_ Be an integral part of the lifelong learning process beginning at the start of Year 7 and continuing into young adulthood.
- \_ Be an entitlement for all young people.
- \_ Support each individual student as they grow and learn.
- \_ Support family commitment and recognise that family is a broad concept and is not always of one type e.g. nuclear. It includes a variety of family structure and acceptance of different approaches.
- \_ Encourage students and teachers to share and respect each others' views.
- \_ Be aware of different approaches to sexual orientation, without promotion of any

particular family structure.

- \_ Stress the importance of values such as love, respect and care for each other.

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- \_ Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- \_ Recognise that the wider community has much to offer and we aim to work in partnership with health professionals to help in the delivery of SRE within the school.

SRE in Bishop Barrington School as three main elements:

Attitudes and Values

- \_ Learning the value of family life, stable and loving relationships;
- \_ Learning the value of respect, love and care;
- \_ Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

- \_ Learning to manage emotions and relationships confidently and sensitively;
- \_ Developing self respect and empathy for others
- \_ Learning to make choices
- \_ Develop and appreciation of the consequences from choices made
- \_ Empower students to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- \_ Learning and understanding about physical development at appropriate stages;
- \_ Understanding human sexuality, reproduction, sexual health advice, contraception and where they can go for help regarding these matters.
- \_ Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- \_ The avoidance of unplanned pregnancy.
- \_ Learning how the law applies to sexual relationships
- \_ Understanding how and where they can get help, advice and/or treatment with regard to the effects of sexual relationships.

Many of these aspects will be covered by the Personal Development Curriculum within the school, however cross curricular links (e.g. within Science or PE Curriculum) will be monitored so that curriculum time can be utilised to most effect.

## Aims

The aim of SRE in Bishop Barrington School is to provide balanced factual information about human reproduction with consideration of the broader emotional and ethical dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- \_ Develop a greater sense of self esteem to value themselves and others
- \_ Understand the consequences of their actions and behave responsibly within sexual relationships
- \_ Avoid being exploited or exploiting others in the area of sexual relationships
- \_ Be aware of how to deal with pressure to have unwanted or unprotected sex
- \_ Communicate effectively by developing appropriate terminology for sex an relationship issues
- \_ Develop an awareness of their sexuality and that of other people
- \_ Understand the arguments for delaying sexual activity
- \_ Understand the reasons for having protected sex
- \_ Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV/AIDS.
- \_ Be aware of the sources of help and acquire the confidence to access these sources of help and treatment if necessary.
- \_ Know how the law applies to sexual relationships.

## Organisation and Content of SRE within Bishop Barrington School

Bishop Barrington School specifically delivers SRE though its Personal Development Programme. SRE is also taught in other subjects such as Science, for the content of this please see the Science Curriculum within the school.

The RE department also helps deliver SRE by discussing many moral and ethical issues relating to sexual relationships. Please see the RE Curriculum for further information.

## Organisation and Delivery

SRE is mainly delivered through Personal Development lessons which are delivered as follows:

KS3 – 1 lesson per fortnight (1 hour) in mixed ability form groups

KS4 (Traditional pupils) – 1 lesson per fortnight (1 hour)

(Vocational pupils) – 2 lessons per fortnight (1 hour)

SRE is delivered in the PSHEE allocation within time allocated for the Personal Development Curriculum. Curriculum time is also shared with Citizenship (KS3 & 4) and Careers Education (KS4).

Support in lesson delivery and planning is provided by the Leader of Personal Development.

Confidentiality, ground rules and dealing with questions

Any SRE lesson may consider questions or issues that some students will find sensitive.

Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them as honestly as possible, within the ground rules established at the start of the sessions. When it is felt that answering a specific questions would information at a level inappropriate to the development of the rest of the students, the question will be dealt with individually at another time.

The school reserves the right for questions which staff may feel are inappropriate for them to answer or which need specialist help or guidance to be passed on to the Leader of Personal Development who will arrange suitable help or intervention.

Staffing

SRE is taught by a dedicated team of teachers, including the Leader of Personal Development and other experienced members of staff. Science and RE are also taught by specialist teachers. Outside agencies e.g. the School Nurse also gives professional input.

Curriculum Content

Year 7 – visit by School Nurse Team to deliver Sexual Health Roadshow on issues such as puberty. PSHEE lessons will also include issues such as family and friends and relationships.

Year 8 – PSHEE lessons will concentrate on topics such as why do people have sex? Why do some people feel pressurised to have sex? Topics such as sex and the law will also be covered. The School Nurse Team will also visit to deliver information upon having a positive body image.

Year 9 – PSHEE lessons will concentrate on topics such as the prevention and treatment of STIs (including HIV/AIDS), differing sexualities and the how the law addresses these areas.

KS4 - PSHEE will be delivered through collapsed timetable days and Roadshows delivered by the School Nurse Team upon topics such as contraception and teenage pregnancy.

#### Resources

All resources used to facilitate SRE within the curriculum can be found within the Personal Development department. This is available to all staff and parents on request.

#### Training

Training is offered to any member of staff involved in the delivery of SRE by the Leader of Personal Development. Staff are also given the opportunity to attend Durham LEA led inset.

#### Students

Students' views will be gathered about the SRE within the school through the School Council, in order to ascertain their needs. This will be carried out annually so that pupils are involved in evaluating the programmes of study.

All students have equal access to SRE within the school. The programmes of study allow for different levels of understanding and maturity. The programme allows teachers who are delivering the material to adapt the approaches accordingly to suit students of different learning abilities.

#### Teaching methods and strategies

Different teaching strategies are used to help students develop confidence in talking, listening and thinking about sex and relationships. Strategies may include:

- \_ Establishing ground rules
- \_ Distancing techniques such as role play and case studies
- \_ Question and answer
- \_ Discussion and project work to include research
- \_ Reflection
- \_ Evaluation

The Personal Development department recognises the importance of reflection and evaluation within the teaching of SRE and this is demonstrated through dedicated curriculum time within the Personal Development schemes of work.

The Personal Development department is also dedicated to quality teaching and learning, which can only improve the delivery of SRE within the school. Please see whole school Teaching and Learning policy for more details.

### Assessment

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge, understanding, interpersonal skills and attitudes.

### Inclusion

Bishop Barrington School aims to ensure that the delivery of every aspect of the curriculum is able to be accessed and utilised by every pupil. SRE within the school follows this aim and is committed to ensuring that all pupils are able to access information in a way that is appropriate for them as individuals.

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups, or at all. We will respond pro-actively to parental requests and concerns.

### Students with Special Education Needs

We will ensure that all young people receive SRE and we will offer provision that is appropriate to the individual needs of every student. Specialist advice will be taken if necessary.

### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answering appropriate questions where needed and offering support. Young people, whatever their developing sexuality, need to feel that SRE is relevant to them on an individual level.

### Right of withdrawal for students from SRE

Some parents prefer to take the responsibility for aspect of this element of a child's education. They have the right to withdraw their child from all or part of the SRE curriculum except for those parts included in the statutory National Curriculum (e.g. in Science lessons). Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources that the school uses to deliver the SRE curriculum.

Should any issues occur with regard to the removal of a pupil from SRE, the Leader of Personal Development should be informed. They will then take further action/and or advice if necessary.

## Confidentiality, controversial and sensitive issues

### Confidentiality

Bishop Barrington School recognises that teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Headteacher of any disclosures unless the Headteacher has specifically requested them to do so.

Before entering into a personal conversation with any pupil, all staff must make clear that should they disclose any information which suggests that their physical/emotional well being is in danger then this information must be passed on to an appropriate person.

If a student discloses information which is sensitive, not generally known, and which the pupils asks not to be passed on and does not endanger the physical/mental wellbeing of the child, then this request should be honoured unless it is unavoidable for teachers to fulfil their professional responsibilities in relation to:

- \_ Child protection

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- \_ Co-operating with a police investigation

- \_ Referral to external services

For more information with regard to this and Child Protection issues, please see the Deputy Head – Aspirations, Attitudes and Behaviour and the school's Child Protection Policy.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- \_ The young person will be spoken to and offered information about talking to parents/carers and if necessary medical advice.

- \_ The young person will be spoken to about the benefits of discussion such issues with parents/carers.

- \_ Child Protection issues will be considered, and referred if necessary to the Deputy Head – Aspirations, Attitudes and Behaviour.

### Contraception

Information can be given about contraception to under 16s by teachers, but if personal advice is sought by young people below the age of consent, then teachers are to follow the guidelines provided in the attached appendix.

### Homosexuality

Section 28 of the Local Government Act 1988 as now been repealed. To aid students towards sexual maturity and understanding we must aim towards counteracting prejudice and

victimisation within this area.

#### Monitoring and Evaluation of SRE

It is the responsibility of the Leader of Personal Development to oversee and organise the monitoring and evaluation of SRE within the school, including the contents of this policy.

#### Appendix

##### Contraception advice to under 16s

Care must be exercised in the provision of individual contraception advice as sexual intercourse for under 16s is unlawful. DfES Circular 5/94 states that in the event of such advice being sought it is the teacher's responsibility to advise the parents (via the Headteacher) of such a request and ensure that the young person has sought advice from their parents. Legal advice has been sought on this point and the following opinion has been expressed by Hon. Michael J. Beloff QC on behalf of the BMA:

- a) Teachers do not have to seek parental consent before offering a child advice relating to sexual education, nor inform the parents of matters which the child has confided to them.
- b) Teachers can tell students, including those who have been withdrawn from SRE by their parents, where to get confidential information e.g. from a Brook Advisory Centre, Youth Advisory Clinic or GP.
- c) In dealing with sex education teachers must follow reasonable direction from the Headteacher.
- d) The right for parents to withdraw their child from non-national sex education is arguably in breach of the child's right to receive information and education under the European Convention on Human Rights.
- e) DfES Circular 5/94 is advisory only and has no special legal status. Teachers are not obliged to follow its advice.

Teachers are to use the following guidelines as set out in the prior Lord's judgement in the Gillic vs. DHSS case. Advice of contraception to under 16s should meet the following conditions:

- a) The young person understands the advice
- b) She/he cannot be persuaded to inform their parents
- c) She/he is likely to engage in sexual activity anyway
- d) Without contraceptive advice or treatment her/his health is likely to suffer
- e) Their best interests require that they be given the advice.

There is a need for caution when giving contraceptive advice to students under 16 i.e. below the age of consent. "The general rule must be that giving an individual student advice on sexual matters without parental knowledge or consent would be an inappropriate exercise of a Teacher's professional responsibilities" (Section 39).

Any member of staff giving advice to students must inform Deputy Head – Aspirations, Attitudes and Behaviour and or the Leader of Personal Development.

Policy approved by Governors on 21<sup>st</sup> June 2010 (SRC Committee)

Policy review date Autumn Term 2012