

Bow School of Maths and Computing Sex and Relationship Education Policy

Staff Responsible – Head of Citizenship
Established March 2002
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Background and definitions

The teaching of Sex and Relationships Education (SRE) is a legal requirement and the need for its effective teaching is outlined in the DfES Sex and Relationships Education Guidance 2000. SRE IS taught within the PSHE and Citizenship as recommended and is supported by the National Healthy Schools Standard (NHSS).

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring correct information, developing skills and forming positive beliefs, values and attitudes.

Bow School of Maths and Computing recognises that SRE needs to be:

- Relevant and accessible to all children in all learning environments
- Appropriate for all levels of understanding

The National Curriculum for Science contains elements of SRE that are mandatory for all students and includes human anatomy, puberty and the biological aspects of sexual reproduction. Secondary schools are also required to provide teaching about HIV and AIDS; and other sexually transmitted infections. Parents may exempt their children from this teaching. It is important to note that SRE provided as part of the PSHE and Citizenship curriculum is complementary to and distinct from the Science Curriculum.

This SRE Policy is made available, free of charge, to all parents. It will also make clear the procedures for parents wanting to exempt their child from the non-statutory elements of SRE.

Aims

The SRE programme at Bow School of Maths and Computing will:

- Provide opportunities for all students to learn and achieve
- Promote the spiritual, moral, cultural, emotional and physical development of students
- Assist students in understanding their present needs and situations and
- Prepare students for the opportunities, responsibilities and experiences of adult life.

It will do this by aiming to:

- develop a greater understanding of the nature of relationships and the responsibilities of the individual
- promote good health – physical, emotional and social
- promote a sense of self worth and well being
- promote respect for self and others
- encourage students' to respect, affirm and value their own and others' sexuality
- assist students to avoid sexually abusive relationships, unplanned pregnancies and sexually transmitted infections, including HIV
- increase awareness of the law on sexual behaviour

Students will be encouraged to talk openly and their questions will be answered honestly in a way that respects diversity of culture, gender and family forms but does

not require any individual, staff or student, to give a personal account, or in anyway exceed boundaries of professional conduct. These principles will be established through Ground Rules for lessons and discussions.

Specific Issues Statement

The DfES SRE guidance (2000) document recommends that the following specific issues should also be included in the school's policy and covered in the SRE programme.

- Boys should be prepared for puberty
- Young people need access to, and precise information about, confidential contraceptive information, advice and services, including those for contraception
- Young people need to be aware of the moral and personal dilemmas involved in abortion and know how to access a relevant agency if necessary
- Young people need to be aware of the risks of STI's including HIV and know about prevention, diagnosis and treatment
- Young people need to know about safer sex, its importance and how to negotiate it with a partner.

What will be taught? – The Morals and Values Framework

Bow School of Maths and Computing will follow the national guidance and will ensure that the programme embraces the following topics in a sensitive way, and with due regard to moral considerations and the value of family life.

- Relationships love and care
- The responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- The differences and similarities in people
- Human physical development and reproduction
- The expression of feelings and how we do this
- The nature of marriage and its importance for family life and the bringing up of children.

It will:

- Focus on the experiences of boys as it is a boys school
- Be inclusive of all students
- Build self-esteem
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link with other issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- Provide young people with information about different types of contraception, safer sex and how they can access local sources for further advice, support and treatment
- Evaluate messages about health and sexuality from television, films and newspaper

How will it be taught? - Organisation of SRE

The Head of Citizenship will co-ordinate SRE. To ensure a whole school approach the school's SRE programme will be delivered in five curriculum locations:

- Designated curriculum time e.g. PSHE/Citizenship lessons
- Through other subjects/curriculum areas e.g. RE, Science and PE lessons (Overview mapped by Assistant Head Curriculum)
- Occasional off-timetable experience such as 'health days' where visitors may be invited into school.
- Through Key Stage, or Year Assemblies
- Through tutor time activities (supported by the SRE coordinator)

Specialist teachers who deliver Citizenship and PSHE may also deliver SRE. Where teachers do not feel secure in their knowledge, skills and understanding as they relate specifically to SRE, training will be provided. Training will also be provided to inform teachers of updates in statutory requirements, guidance and LEA policy.

Confidentiality

Teachers may become party to sensitive information about students, some of this perhaps relating to illegal activity. All staff must be clear about the rules of confidentiality and reporting:

- That teachers cannot offer students unconditional confidentiality
- That teachers should make it clear to students that some information may need to be passed on in the pupil's best interests and that they will be informed when this is a necessity
- That teachers need to reassure students that if confidentiality is to be broken they will be told beforehand of the reason and offered support as appropriate
- Teachers are not obliged to pass on information about students to their parents/carers
- That information about behaviour that is likely to cause harm to the student or to others must be dealt with in line with the school's Child Protection procedures and passed on to the appropriate agency
- Guidance about who needs to know in particular instances – information about students should not be passed on indiscriminately – ie need to know, not right to know
- In the case of illegal activity, action should be taken in the best interest of the student. This may not necessarily involve informing the police in every instance.

Furthermore:

- If the teacher believes the student is at moral or physical risk or in breach of the law, it is their duty to ensure that he is aware of the risks and encourage them to seek support from their parent where appropriate.
- External agencies working with students' are made aware of, and abide by, the school's Confidentiality procedures. If the visitor is providing individual advice

and support directly to students they may be following different guidelines on confidentiality and students need to be made aware of this. For instance, school nurses are bound by their own professional code of confidentiality in their work with young people.

Teachers should explain and reinforce the need for Ground Rules in lessons to protect students from making personal disclosures in whole-class settings.

Child Protection Procedures

From time to time a teacher may become aware of information that they feel is a child protection issue. Where this is the case, they should take such information directly to the school's Designated Teacher. If the member of staff is unsure as to whether the information is an issue of child protection the Designated Teacher's advice should be sought. The Designated Teacher is the SENCO.

All references to Child Protection and the Child Protection Procedures are outlined in the Bow School Child Protection Policy.

Answering difficult questions

Sometimes a student may ask an explicit or difficult question in the classroom. Such questions do not have to be answered directly, and can be addressed individually later. Teachers must use their skills and discretion in these situations and refer to the person responsible for SRE if they are concerned.

A 1997 survey found that 82% of teachers were aware of homophobic bullying and the DfES have shown that the word 'gay' is now the most used insult amongst students. Teachers and schools must challenge this attitude by showing that it is unacceptable and by helping to support students who are made vulnerable because of it. There is no legislation to prevent teachers from discussing homosexuality and lesbianism in lessons.

Using outside visitors

The school may use outside visitors to help support the SRE programme. These visitors may include health professionals, social workers, youth workers, peer educators, theatre groups etc. From the start, visitors will be made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE Policy, including the SRE statement on confidentiality and the planned SRE programme
- The need to plan and agree work with the teacher to identify learning outcomes
- Explicit lines of accountability between the visitor and the school
- A service level agreement will be drawn up to ensure the above

Full guidelines on working with visitors are to be found in the Bow School Visitors Policy.

A partnership agreement is completed by all outside visitors to ensure that guidelines are followed.

Resources

Appropriate resources, including CD-ROMs and Internet Websites have been selected that:

- Conform to legal requirements for SRE
- Are appealing to the audience and age appropriate
- Are appropriate to the needs of students in terms of language, images, attitudes, maturity and understanding
- Avoid racism, sexism, gender and homophobic stereotyping
- Are factually correct and up to date
- Encourage active and participatory learning methods

In addition to this books will be available for the students in the Library.

Differentiated teaching

Differentiated teaching is important in meeting the needs of all students, as all students will have different abilities based upon their emotional and physical development, life experiences, literacy levels and learning difficulties.

Differentiated learning will be in terms of:

- Outcome – a task for all where an individual can achieve at their own level
- Extension activities
- The use of support teachers
- Different resources
- Grouping by ability where appropriate.

All students, regardless of special educational need or learning difficulties are entitled to SRE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs. Parents / Carers will be consulted regarding the development of the SRE curriculum.

Monitoring, Evaluation and Assessment

SRE will be monitored by the class teacher and the Head of Citizenship through work sampling, lesson observations and formal and informal evaluation.

Both students and teachers should be fully involved in evaluation of SRE. The following questions should act as a guide:

- Skills – what have we learn to do?
- Information – what new information have we learnt?
- Attitudes and Values – what do we think, feel and believe
- What else do we need to learn?

Feedback will be gathered in several ways, including student and staff questionnaires, the results of which will be attached to the lesson plan for future work and to feed back to the staff who are planning and delivering future SRE.

Formal assessment of progress will be made based on the end of key stage statements and through the reporting procedures for PSHE and Citizenship.

The Programme

The Programme for SRE, including off-timetable events, SRE based assemblies and timetabled SRE lessons will be published to all parents in September of each year.

Statutory requirements, government and LEA guidance, student and teacher feedback and evaluation will inform all planning for the SRE Programme.

Parents may be asked for feedback on the SRE Programme and they are routinely consulted when the programme is being developed or reviewed. .

Exemption of Children from Teaching

Parents have the rights to exempt their children from part or all SRE provided other than that required in the National Curriculum for Science. Parents wishing to exempt their child should do the following:

1. Familiarise themselves with the SRE Policy, a copy of which is available, free of charge, on request.
2. Outline in writing, to the Headteacher, the reasons for wanting to withdraw the child from SRE
3. The school will make arrangements for the supervision of the child following his withdrawal from SRE

This policy will be reviewed and updated annually.