



SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

Status	Statutory	Date created	September 2009
Any other statutory names for this policy (where applicable)		Date first approved	12 October 2009
Responsibility for this policy (job title)	Deputy Head	Date last reviewed	12 November 2015
Governors' Committee with responsibility for its review	Teaching & Learning	Frequency of review	Every three years
Tick here if Bucks Policy attached in its entirety		To be put on the school website? (Yes/No)	Yes
Approval necessary	Whole Governing Body		

1. Aims

- To provide SRE in accordance with legal obligations set down by the DfES.
- To ensure all students receive age and circumstance appropriate information and course content.

2. The role of SRE at AHS

2.1 What is SRE?

Sex and Relationships Education provides biological information as well as focusing on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. According to the latest DfES guidance SRE is: **'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'**. DfES 'Sex and Relationship Guidance', 2000.

The guidance suggests that SRE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding sexuality, sexual health, emotions and relationships.
- Learning about contraception and the avoidance of unplanned pregnancy.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.

- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

The school approach to SRE consists of:

- The taught National Curriculum Science Programme of Study
- SRE modules within each Key Stage delivered within a planned PSHE programme
- Pastoral support for students who experience difficulties

2.2. Why SRE?

SRE is a part of the Health Education programme and has been guided by the National Curriculum Council (NCC) **Curriculum Guidance 5: Health Education**, and takes into account the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Guidance' (DfES 0116/2000).

The school has a key role, in partnership with parents/carers, in providing SRE. SRE at Aylesbury High School is taught with an emphasis on personal responsibility, respect for self and others and the development of caring and responsible relationships within a framework of considered moral values.

2.3. National and local support and guidance in the development of SRE

At a local level support and guidance for schools to develop SRE includes:

- SRE training for teachers
- Advice and support for schools from external agencies

2.4 Morals and values framework

Our approach to SRE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted organisations.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

2.5 Inclusion

It is important that the AHS policy covers the wide range of cultural, religious and social backgrounds of our students. We also ensure that SRE is taught in a manner that allows for the inclusion of students with SEND requirements.

3. Implementation

3.1 Aims of the SRE programme

- To provide accurate information about, and understanding of, SRE issues
- To dispel myths
- To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others
- To increase students' self-esteem
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others
- To contribute to a reduction in local and national pregnancy, sexually-transmitted infections and abortion rates

3.2 Place in the curriculum

The main SRE programme will be delivered through L4L and PSHE lessons. In addition certain biological aspects are delivered through Science lessons and other aspects of SRE arise in Religious Studies (moral discussion of relationship formation) and in Geography (population issues).

3.3 Delivery of SRE

Delivery of SRE is by Learning for Life (KS3) and PSHE staff (KS4), working under the guidance of the Deputy Head. The SRE programme has been created for groups of students within the PSHE framework and is delivered in a developmental manner so that issues are explored in greater depths as students mature. It does not involve the provision of contraception or other advice to individual students. Should a teacher be approached by a student for advice on this or other aspects of sexual behaviour, she will be encouraged to seek advice from her parents, if possible. The teacher may also direct the students in the direction of sources of advice such as the school nurse under the umbrella of Healthzone. The teacher can seek advice from the Designated Safeguarding Lead. We ensure that teaching staff are comfortable with delivering the SRE programme and do not make it a requirement for all teaching staff.

3.4 Content, methodology and resources

The suggested areas of study describe the knowledge, understanding, skills and attitudes which most students could be expected to have acquired by the end of KS5.

KS3:

- Recognise the importance of personal choice in managing relationships so that they do not present risks, e.g. to health, to personal safety
- Understand that organisms (including HIV) can be transmitted in many ways, in some cases sexually
- Discuss moral values and explore those held by different cultures and groups
- Understand the concept of stereotyping and identify its various forms
- Be aware of the range of sexual attitudes and behaviours in present day society
- Understand that people have the right not to be sexually active; recognise that parenthood is a matter of choice; know in broad outline the biological and social factors which influence sexual behaviour and their consequences.
- Understand aspects of Britain's legislation relating to sexual behaviour
- Understand the biological aspects of reproduction
- Consider the advantages and disadvantages of various methods of family planning in terms of personal preference and social implications

- Recognise and be able to discuss sensitive and controversial issues such as conception, birth, HIV/AIDS, child-rearing, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality
- Be aware of the need for preventative health care and know what this involves
- Be aware of the availability of organisations which offer support in relationships, e.g. Relate
- Be aware that feeling positive about sexuality and sexual activity is important in relationships
- Be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement

KS4:

- Be able to discuss issues such as sexual harassment in terms of their effects on individuals
- Be aware of the responsibilities of becoming a parent

Active learning methods which involve students' full participation will be used. This includes use of quizzes, case studies, research, role play, video/dvd, small group discussion and use of appropriate guest speakers.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

KS5:

- Be able to discuss and understand the concept of sexual consent.
- Be aware of the change in relationships when students move away from home.

Teaching is conducted through the Current Issues and the Year 13 tutor period programme. Outside speakers are invited into school to discuss topics with students.

3.5 Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis:

- Students will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Staff will use the correct names for body parts
- Meanings of words will be explained in a sensible and factual way

3.6 Dealing with questions, including difficult questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting. If a verbal question is too personal the teacher should remind the students of the ground rules.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- Students should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

- Teachers should not be drawn into providing more information than is appropriate to the age of the young person.
- The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a student is at risk of sexual abuse the Designated Safeguarding Lead should be informed and the usual child protection procedures followed.
- Explicit or difficult questions do not have to be answered and can be addressed later.

3.7 Monitoring, evaluation and assessment

The programme is regularly evaluated by the Deputy Headteacher and the pastoral team. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Observation of SRE lessons will be undertaken by Deputy Head. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools.

3.8 Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their daughter we shall work with them and their daughter to explore possible alternative provision.

4. Pastoral support for students

4.1 The nature of support available to students

The school takes its role in the promotion of student wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for students in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students called Healthzone. Where appropriate, students are referred to the school nurse and/or outside agencies.

The school will keep up to date about the development of local services and national helplines for young people and form working relationships with relevant local agencies.

4.2 Confidentiality and informing parents/carers

All members of the school's staff should be familiar with the Confidentiality Policy. Child protection procedures must be followed when any disclosures about abuse are made.

Informing parents/carers of issues arising is also covered in the Confidentiality and Child Protection Policies.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

5. Dissemination of the policy

The policy is accessible on the school website. Parents have open access to the policy and can request a copy from the school's reception.