

Edward Peake C of E (VC) Middle School

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Sex and Relationship Education Policy

Rationale:

Why Sex and Relationship Education?

Legal Obligations

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our schools approach to SRE is in line with the Government's strategy and guidance given to schools in DfE 'Sex and Relationship Guidance' 2000.

The DfE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. Ofsted Inspections have found that SRE needs improving in one third of schools. They are clear that this lack of quality SRE can leave pupils vulnerable to abuse and exploitation (Ofsted 2013) Therefore, the school has a key role, in partnership with parents/carers, in providing quality effective SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

What do we know?

Three year aggregate data 2011-2013 – Central Bedfordshire (Office of National Statistics)

This shows that the annual under 18 conception rates decreased in Central Bedfordshire from 2013-2014. In 2013, the rate was 19.9 per 1000 (actual number 92) and in 2014 the rate was 18.8 per 1000 (actual number 85). This represents a reduction of 5% in the rate between 2013 and 2014. In 2014, rates in Central Bedfordshire were lower than the East of England and England rates. This three year aggregate conception rate provides a more robust picture of a Local Authority's overall performance, smoothing out the effect of any random year on year fluctuations shown within the annual data.

Table 1 – Under 18 conception rates in Central Bedfordshire displayed using three year averages

1998-2000	2001-2003	2004-2006	2007-2009	2008-2010	2010-2012	2011-2013	2012-2014
34.8	32.0	28.5	33.0	33.3	29.8	25.9	21.8

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

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- 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.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

In addition the school will make best use of external agencies/visiting speakers to effectively best meet the needs of pupils' development. This includes the school nurse who helps in delivering the HPV vaccination programme.

Liaison

Liaison will take place with feeder lower schools and Stratton Upper School to identify needs.

There are three main elements of SRE:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- 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.

There are three core themes of PSHE; Health and Well-being; Relationships; Living in the Wider World – these three themes are intertwined with the delivery of the Sex and Relationships Education programme.

Programme of Study – Delivering SRE

At Key Stage 2 we will:

- Develop confidence and responsibility in all our pupils.
- Allow time to consider feelings and relationships.
- Enable pupils to protect themselves and ask for help and support.
- Ensure pupils appreciate the need for personal hygiene.
- Prepare pupils for puberty.
- Enable pupils to develop honesty and respect for themselves and others.

It incorporates the Key Stage 2 Science programme of study:

- the life processes common to humans include nutrition, growth and reproduction.
- the main stages of the human life cycle.

At Key Stage 3 we will ensure pupils:

- Are aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity.
- Understand the consequences of their behaviour and behave sensibly in sexual and pastoral relationships.
- Avoid being exploited or exploiting others, including internet safety.
- Avoid being pressured into unwanted or unprotected sex.
- Understand the link between the misuse of drugs and alcohol and unwanted pregnancy.
- Understand methods of contraception including teaching the correct application of a condom.
- Understand about sexually transmitted infections including HIV and AIDS and how it is transmitted.
- Are aware of how to access local health services.

It incorporates the Key Stage 3 Science programme of study:

- that fertilisation in humans is the fusion of a male and female cells.
- about the physical and emotional changes that take place during adolescence.
- about the human reproductive system, including the menstrual cycle and fertilisation.
- how the foetus develops in the uterus.
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

Learning and Teaching

Pupils will be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. The school respects and values the learning that occurs in the community and in the home, believing that these links, together with the programme of study are essential dimensions of SRE. Wherever possible parents should be involved and must be informed. Parents do currently have the right to withdraw their child from SRE outside the requirements of the National Curriculum Science.

Sex and Relationship Education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. 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 without clear guidance. In circle time activities when personal issues arise confidentiality is always explained.

Ground rules and distancing techniques

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

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the Leader of PSHCE.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box (Ask it Basket); 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 verbal question is too explicit, feels too old for a pupil, 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 child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Safeguarding Officer should be informed and the usual safeguarding procedures followed.

Specific issues

Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made, certain actions will ensue in line with other school policies e.g.

1) Disclosure of suspicion of possible abuse – The school's safeguarding procedures will be invoked (see relevant policy)

2) Disclosure of pregnancy or advice on contraception:

As necessary, the school's safeguarding procedures will be invoked (see Safeguarding policy). Professional information and guidance will always be sought from a health professional such as the school nurse and pastoral support will be given using school systems. The school will always encourage pupils to talk with their parents first:

- pupils should be asked whether they can tell their parent(s) and whether they want help in doing so.

- if pupils refuse to tell their parent(s) the adult should refer them to a health professional.

Parental Partnership

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the sex education programme outside of the Science curriculum. Parents wishing to exercise that right are asked to apply in writing and make an appointment to see the Leader of PSHCE to discuss the issues. Once a child has been withdrawn they cannot take part in later sex education without parental approval. The parent who withdraws the child must be the same parent who revokes that decision.

Signed _____
Chair of Governors

Date approved _____ April 2017 _____

Review date _____ April 2019 _____