



SRE POLICY

Policy Date:	November 2013
Review Cycle	Annually
Date of Last Review:	January 2018
Date of Next Review:	January 2020
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The Stonehenge School

SEX AND RELATIONSHIPS POLICY

Date of policy: November 2013

Date of Last Review: January 2018

Background information:

Type of school: Comprehensive

Age range of pupils: 11-16

Gender: Mixed

Aims and Objectives

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. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual orientation or sexual activity".

DfEE - July 2000

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain good relationships. It also enables young people to make responsible and informed decisions about their health and well-being. It does not promote early sexual activity, but instead hopes to provide students with sufficient information and skills to delay such contact until they are in a healthy, long term relationship.

We strongly believe that Sex and Relationships education (SRE) cannot stand on its own. Effective SRE involves many aspects beyond an understanding of the body and its changes during puberty as well as the effective and safe use of contraceptives. We believe that an intrinsic part in SRE is an understanding of how to develop and maintain appropriate relationships, as such we regularly invite outside speakers in to explore aspects of relationships, for example how to manage arguments, the importance of valuing yourself and others, and build on this in PSHE and Ethics & Philosophy lessons. We also encourage students to consider the importance of valuing their own and others' future health, by advising about the Chlamydia screening team and the Sexual Health team and to discuss the health risks associated with sexual contact, as well as to remove the stigma of testing. We believe that students need to be aware of how the use/abuse of substances such as drugs and alcohol, can influence their ability to make safe decisions. Our aim is to educate our students about how to make responsible and well informed decisions about their lives.

The Government intention is for schools to play a key role in reducing the incidences of unwanted pregnancies through the provision of appropriate information and education on contraception and on delaying sexual activity. Effective SRE is one of the four aims of the local Teenage Pregnancy Strategy. We are working, to plan collapsed timetables and PSHE which supports this.



Other related policies:

PSHE Policy, Citizenship Policy, Anti-Bullying Policy, Drug Education Policy, Safeguarding Policy and the Promoting Race Equality document.

Moral and Values Framework

The SRE programme at The Stonehenge School reflects the school ethos and demonstrates and encourages the following values:

- We recognise the worth of each individual, by valuing the personal qualities they demonstrate in their learning, living and working.
- We recognise the experience of young people by valuing the talents and skills they bring into their schooling experiences and we commit to ensure that schooling enhances these talents and skills.
- We embrace difference by valuing diversity in ethnicity, religion, nationality and race.
- We display integrity, by valuing openness, trust, negotiation, fairness, honesty and respect for all people.
- We foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create.
- We acknowledge the role of networks by valuing the way in which people can work together and collaborate.
- We acknowledge the place of school in the community, particularly the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups but there may be occasions where pupils with Additional Educational Needs are given extra support from SEN staff.

We recognise that some parents may wish to withdraw their child from some non-compulsory aspects of SRE, and will endeavour to work with them to find appropriate ways of covering aspects that cause concern, for example through single sex groupings or withdrawal from parts of the SRE delivery.



Anti-bullying statement

The school recognises the issue of homophobic bullying and will continue to endeavour to prevent it. In addition to the need for staff and students to report and deal with it, the school aims to educate our students about the importance of treating all individuals with equal respect and the need to avoid using homophobic language. The involvement of outside agencies, The School Nurse and a number of specialist theatre groups help students question their own views and behaviours.

Content

Sex and Relationship Education has three main elements:

- ◆ Attitudes and values
- ◆ Personal and social skills
- ◆ Knowledge and understanding

The Stonehenge School aims to develop all three elements in its Sex and Relationship programme as appropriate to the age and the physical and emotional maturity of its pupils. It is recognised that the more sensitive issues need to be approached consistently across the school, with teachers having agreed appropriate responses to pupils' questions ahead of time, and an agreed values framework. Most elements are taught by outside professionals, who are specifically trained to ensure that the correct advice and support is given.

Statutory Requirements

The school is mindful of its statutory obligation to:

- i) publish a Sex and Relationship Education Policy and make it available for inspection to parents;
- ii) ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- iii) teach all aspects of Sex Education included in the National Curriculum Science Orders (DfEE QCA 2007);
- iv) inform parents of their right to withdraw their children from SRE other than that taught in National Curriculum Science. (1996 Education Act)
- v) set the sex and relationship education in the context of personal and social education.

NB: the taught aspects are delivered by specialist staff in Science and Philosophy & Ethics but some students also meet SRE through Child Development. The PSHE programme sets the context for SRE.



Organisation

SRE is taught in the context of the Science and Ethics & Philosophy programmes. This is supported by the PSHE programme which itself fulfils the requirements of the national framework for PSHE.

The school has gained the Healthy Schools Scheme approval and gains support for the development of PSHE through this.

SRE is taught:

- a) through National Curriculum Science;
- b) through Ethics & Philosophy (marriage, divorce, homosexuality and relationships)
- c) through discrete PSHE lessons. Boys and girls all receive the full SRE programme. They are taught predominantly in mixed gender class groups with one session organised for single sex groups.
- d) Through 'collapsed timetable' days where students attend a series of sessions relating to avoiding risk taking behaviour e.g. the affect of drugs and alcohol on the ability to make sensible decisions; valuing yourself with the aim to delay sexual activity; establishing healthy relationships; homophobia etc

Staffing and Outside Speakers

- ◆ Where possible, we make use of outside agencies to deliver key aspects of the policy such as contraception, Sexually Transmitted Infections, HIV and AIDS, breast and testicular cancer. In addition to this, students attend plays such as "Gemma's Wardrobe", "Last Orders" "Sexfactor" etc which tackle aspects of how risk-taking behaviour can influence decisions.
- ◆ Tutors cover aspects of building healthy relationships and self esteem during PSHE and attend all of the tutor based sessions that are delivered by outside agencies with their tutor group.

Specialist delivery by the Sexual Health team is involved in SRE development in years 9, 10, and 11. Traditionally the School Nurse has delivered much of this but due to NHS cut backs we are also sourcing this support from external companies.

The school also uses external speakers to support all SRE and in particular education about STIs and contraception and through child development/Health & Social Care (where chosen as an Option for GCSE).

Schemes of Work

The Stonehenge School uses an SRE Scheme of Work written by Wiltshire Council, for KS3 (Kaleidoscope). The Topics of Work also include:



- ◆ Puberty
- ◆ Menstruation
- ◆ Contraception
- ◆ Abortion (moral and personal dilemmas)
- ◆ Safer sex

Science
Science
Science/School Nurse/Agencies
Philosophy & Ethics
School Nurse/Collapsed Days/
/Agencies

- ◆ Sexually Transmitted Infections
- ◆ HIV/AIDS
- ◆ Risky behaviour and resistance strategies
- ◆ Negotiation, self-esteem and assertiveness skills.
timetable

Science/Sexual Health Team
PSHE/Ethics/Collapsed Day
PSHE/Ethics/Collapsed Day
PSHE/Ethics/Collapsed

Teaching Strategies

The Stonehenge School recognises the importance of helping pupils develop confidence in talking, listening and thinking about sex and relationships. Support from parents is the key to success.

We endeavour to deliver all SRE by creating a safe classroom environment where group work, teaching, discussion and role play are used. Students will always be offered the chance to have a more individual discussion or given contact numbers for further advice.

Monitoring and Evaluation

The Senior Leadership Team and Progress Leaders monitor the delivery of SRE.

Confidentiality and Safeguarding

Students

1. Students must understand that teachers cannot guarantee unconditional confidentiality (see Safeguarding posters).
2. Students should be aware of the advice they can access and that they can be assisted by Progress Leaders, our school nurse and the contact numbers they receive through PSHE, the planner and on the Information Points around the school.
3. Students should understand that their best interests will be paramount throughout any process.
4. Students should be encouraged to talk about SRE and any possible confidential issues with their parents or carers. Students will be supported in doing this.
5. Students should understand that if confidentiality has to be broken they will be supported through this by the relevant staff member (Child Protection Officer/Assistant Headteachers and Progress Leaders).



Staff.

1. Staff must understand that no child can be successful in school if he / she is suffering any kind of abuse.
2. Staff must understand that they cannot offer unconditional confidentiality to any student.
3. Staff should be alert to the signs of abuse or underage sexual activity and should report their concerns or suspicions to the Child Protection Officer or to the Headteacher.
4. Should a student make a disclosure to a staff member, the designated members of staff must be informed at the earliest opportunity and certainly before the end of the school day. The student concerned should be seen by a member of staff before they leave school.

Dissemination

All staff members and governors receive a copy of the Sex and Relationships policy. In addition, the policy is available on our website, to which staff, students and parents have access. A printed copy is available, on request, for parents who do not have access to the Internet.

The Senior Leadership Team and Progress Leaders are available to discuss any concerns about the delivery of content in PSHE. The Head of Science is able to support staff in their delivery of the Science Curriculum elements.