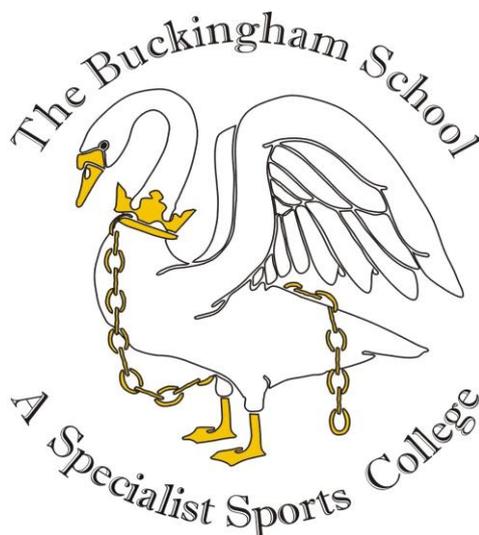


**SEX AND RELATIONSHIP EDUCATION POLICY
FOR
THE BUCKINGHAM SCHOOL
A SPECIALIST SPORTS COLLEGE**



NAMED PERSON: M Wardle
ATTACHED COMMITTEE: CPPR

Adopted: Sept 2011
Reviewed: June 2017
Review Cycle; 2 Years
Next Review Date: June 2019

Success for All through Achievement, Challenge & Enjoyment

SEX AND RELATIONSHIP EDUCATION POLICY

Our aim is to give students life changing opportunities through educational achievement. We will motivate and inspire students through high standards of education and care to become successful, confident, independent and happy citizens.

POLICY FOR SEX AND RELATIONSHIP EDUCATION (SRE)

1. Overview

Our school

The Buckingham School is an average-sized secondary school with an expanding, sixth form. The large majority of students are white British, with a small number of pupils from a variety of minority ethnic groups. The proportion of students with learning difficulties and/or disabilities is below the national average. The range of learning difficulties includes social, emotional and behavioural difficulties and moderate learning difficulties. The school has specialist status as a Sports College which encourages students to adopt healthy lifestyles, and in particular allows them to make good use of the many sports and games opportunities that the school provides.

Arrangements for safeguarding are robust and are reviewed regularly. All staff are trained in child protection. The school has developed effective relationships with a range of outside agencies. Students say that staff are available and helpful when they need someone to turn to.

(Ofsted Inspection Report: Publ: www.ofsted.gov.uk, July 2009)

Policy process

Date agreed by the Personnel Committee	12 July 2010
Date to be reviewed (<i>maximum 2 years after date above</i>)	12 July 2012
Governors Committee accountable for review	Full Governing Body
Senior Leadership Team member accountable for review	DHT Safeguarding, Behaviour and Attendance
Governor accountable for monitoring	GB
Name of co-ordinator	John Mandel

2. The Policy

What is SRE?

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999, which lie at the heart of our policy to raise standards and expectations for all pupils

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 is not about the promotion of sexual orientation or sexual activity”.

(Source: Department for Education (DfE) <https://www.gov.uk/government/publications/sex-and-relationship-education>)

SRE has three main elements which are taught across the curriculum in tutorial time and the Character Curriculum within the school:

1. 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; and developing critical thinking as part of decision-making.

2. personal and social skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others; 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

3. knowledge and understanding:

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

The objective of SRE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, Science, and Philosophy & Ethics will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Purpose

To ensure that throughout the School, all students are able to receive responsible and relevant Sex and Relationships Education, in line with the requirements of the 2006 Education and inspections Act and the ‘Best Practice’ DfE Guidance of July 2000, as well as in line with general values that are held in school.

These values are:

- that individuals respect one another, and one another’s views
- that individuals have the right to form their own opinions
- that in class discussions, therefore, on sensitive issues such as sex and relationships each pupil is free to express his or her own beliefs within agreed

ground rules. He or she is, in addition, free to refrain from stating his/her own views

- that sexual behaviour, like other behaviour, should be something that takes place within a framework of respect for oneself and for others and that underlying it is a respect for the responsibility that accompanies all relationships, including those of the family

School environment, relationships and ethos

In our school we:

- ensure that students understand the effects that peer pressure, drugs and alcohol can have on their sexual behaviour and their relationships, and the risks that are associated with this
- lead students to understand attitudes that enable them to view their relationships in a responsible and healthy manner
- enable students to recognise and question gender stereotyping and prejudice and to be aware of issues relating to self esteem, sexuality and self image
- protect students from being taught lessons that are deemed inappropriate because of considerations of age, religious beliefs, or cultural background

We value:

- People who are determined to achieve success by always doing the best that they can
- Effective partnerships between home, school and the community to benefit the personal and academic progress of students
- People who care by being kind, helpful, respectful and tolerant towards others;
- People who are honest and conduct themselves with integrity
- People who support and provide equal opportunities for all
- People who are keen to carry on learning throughout their life

Rationale:

We are committed to equality of opportunity and to developing inclusive practises which enable each student access to the curriculum wherever reasonably possible.

For all students the SRE programme aims to:

- provide lessons that are tailored to the age and to the understanding of the students;
- present information to all year groups in an objective, balanced and sensitive manner, providing information about the law regarding sexual behaviour and relationships where relevant;
- encourage the development of social skills and strategies which will enhance students' relationships with others and that will also reduce their risk of exploitation, misunderstanding and abuse;
- ensure that students understand the effects that peer pressure, drugs and alcohol can have on their sexual behaviour and their relationships, and the risks that are associated with them;
- lead students to understand attitudes that enable them to view their relationships in a responsible and healthy manner;

- enable students to recognise and question gender stereotyping and prejudice and to be aware of issues relating to self esteem, sexuality and self image;
- protect students from being taught lessons that are deemed inappropriate because of considerations of age, religious beliefs, or cultural background.

The curriculum for promoting SRE.

Recent Government guidance issued in March 2017 stated:

We are clear on the themes and issues schools should cover to safeguard and protect children, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

With reference to particular year groups, the school aims to -:

KS3

- **Year 7** – In PSHE the school provides knowledge, understanding and opportunities to discuss issues about male and female puberty, menstruation, personal hygiene and the processes of human reproduction as well as life changes and respecting others. In Philosophy and Ethics students discuss Christian attitudes to abortion and attitudes to fertility treatment. In Science students study puberty and the human body. In addition there is focused assembly program and a structured tutor time that has a clear theme which develops various aspects of students character, values and tolerance
- **Year 8** – In PSHE the school provides knowledge, understanding and opportunities to discuss issues about boyfriends, girlfriends, keeping safe and contraception, thinking about sex education, sexually transmitted infections, HIV and AIDS, high risk behaviour, and habits of a lifetime. In Philosophy and Ethics students study Human relationships, Christian attitudes to marriage, what makes the perfect partner, attitudes to divorce, and attitudes to sex and contraception. In Science students study genetics and reproduction. In addition there is focused assembly program and a structured tutor time that has a clear theme which develops various aspects of students character, values and tolerance
- **Year 9** – In PSHE the school provides knowledge, understanding and opportunities to discuss issues of sexuality, STIs, no hurry, self concept, problems that can occur in family relationships (such as arguments with parents), divorce and bereavement as well as helping to develop appropriate strategies for dealing with these. In addition there is focused assembly program and a structured tutor time that has a clear theme which develops various aspects of students character, values and tolerance

KS 4 (Years 10 and 11)

- Within the assembly program, tutor time and other aspects of the hidden curriculum the school provides knowledge, understanding and opportunities to discuss issues relating to pregnancy and abortion, marriage and parenting, and an awareness of global issues relating to sexual health and well-being.
- In each year and within the pastoral delivery and throughout the assembly programme students are provided with information about advisory services in relation to sex and relationships.

Provision and delivery

The SRE programme is delivered through the curriculum for PSHE, Science and Philosophy and Ethics. These subjects are overseen by the school's Senior Leadership Team and the curriculum leader for each subject who co-ordinates SRE within their specific areas. Within each subject SRE is delivered by a specialist team of teachers. Lessons are delivered to mixed sex form groups in PSHE and Philosophy and Ethics, as well as in Science groups which are additionally set by ability.

Students are required to follow agreed 'ground rules' for discussion in their lessons. As teachers and other adults involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse, or where other issues of child safety are concerned, there cannot be any offer or guarantee of absolute confidentiality over information disclosed by students and staff will follow the guidance provided by the school's Confidentiality Policy as necessary. It is essential that all are aware of the school's Child Protection Policy. A copy of this is available from the school's designated teacher for child protection who is the DHT – Safeguarding, SEN and Inclusion.

Outside agencies are used by the school to help guide and support teaching and SOW planning include:

School - led enrichments days

PSHE Association

School Nurse

Schools Police Liaison Officer

RU Safe

Blueprint Outreach Workers

Add Action

Chelsie's Story and other external production companies

Youth at Risk (Coaching for Success)

Any material they deliver is discussed before, and evaluated after their visits with the Curriculum Leader in accordance with the SRE policy.

Monitoring and Evaluation

The aspects of SRE that are delivered within the tutor program are monitored and evaluated by those form tutors. The aspects of SRE that are delivered within the PSHE programme are monitored and evaluated by the Curriculum Leader and class teacher. Within each form each student has a work book that contains opportunities to reflect and evaluate what they have learnt that week on the theme and how they would apply that into their every day living. Within PSHE lessons students will be graded at an ATL and WAG based on their understanding and application of knowledge. Descriptions of what they should attain at the completion of each "Key Stage" in PSHE so that their progress can be assessed against them. Each term, teachers and students undergo a

teacher, pupil, and peer assessment to ensure that pupils are also involved in the assessment process. All students are graded by an internally devised system of 'Working At' grades (as at present PSHE is a non statutory requirement). This system mirrors the non statutory end of key stage descriptions. Governors are involved in monitoring the provision of SRE. The PSHE co-ordinator uses information from outside agencies (some of which are listed above) to review the learning objectives that are appropriate for students in Years 7-13. The PSHE co-ordinator also ensures that resources are kept up to date and that teachers planning SRE lessons are aware of any relevant new resources that are available.

Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children.

In PSHE parents are able to contact the school, Curriculum Leader or subject Co-ordinator to inform them of the student's withdrawal from a specific lesson (this can be done via the student planner, telephone, note, or arranged meeting). The Curriculum Leader will then make arrangements for that student to join another group during the lesson or work with them on another topic during that lesson.

Approaches to teaching and learning

Our school helps young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils (see the school's Behaviour Policy)
- Using 'distancing' techniques
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection
- Baseline, Formative and Summative assessment
- Private reflection, self assessment, peer assessment, structured assessment
- Process evaluation

To facilitate pupils learning in SRE:

- ✓ The purpose of each lesson is made clear with clear aims and objectives set at the start of the lesson and plenaries planned and delivered within the lesson (see school lesson planning guidance)
- ✓ Appropriate learning experiences are planned and meet the needs of all the pupils in the class (lessons are planned and set with differentiation in mind)
- ✓ Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge;
- ✓ Time is given for pupils to reflect and consolidate their learning;
- ✓ Pupils are encouraged to take responsibility for their own learning and to record their own progress (see student work book and range of teaching styles used)
- ✓ Attention is given to developing a safe and secure classroom climate (see school policies).

Celebration of achievement- Assessment, Recording and Reporting

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self-esteem.

Working with Parents

Our school seeks to work in partnership with parents to provide effective SRE. Parents need to know that the school's SRE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

The school will consult with parents in regards to its SRE policy via statements and information on the Website. In addition, a Parents Forum has been established and will focus on SRE to inform parents on the syllabus and to give parents the opportunity to contribute to the programme where necessary. Clearly some issues that are included in the SRE programme will be contentious to some parents and the forum will provide the opportunity for the school to deal with those issues in a sensitive manner that is appropriate to any concerns that are raised.

The School website (www.buckinghamschool.com) offers a range of information of useful contacts and information to help parents around the issues of safe relationships, resilience, contact details and of professionals who can support together with e-safety. This is reviewed regularly and updated.

The policy will kept under constant review. Additional information can be found in the SOW for PSHE, Science and Philosophy and Ethics.

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Adopted: Sept 2011
Reviewed: June 2017
Next Review Date: June 2019

Mr Matthew Watkins
Chairman

Signed:  Date: June 2017