Policy under consultation

Sex Education & Relationship Education Policy

Aims
The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements
At Bingley Grammar School we teach SRE as set out in this policy.

Under section 3.6 of the National Curriculum, SRE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Policy development
This policy is developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff pulls together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments are made, the policy is shared with governors and ratified

Definition
SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
SRE involves a combination of sharing information, and exploring issues and values.

**SRE is not about the promotion of sexual activity.**

**Delivery of SRE**

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Sex and Relationship Education (SRE) is designed to help and support young people through their physical, emotional and moral development so that they learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

It has three main elements:

1. **Attitudes and values**
   - Learning the importance of values, 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;
   - 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; and
   - 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 (including Sexually Transmitted Infections and Well Man, Well Woman issues), 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; and
- The avoidance of unplanned pregnancy

Through our programme of sex and relationship education we seek to prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgments and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively so that they can assert themselves and negotiate relationships and safer sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- explore issues of peer pressure and other risk-taking behaviour such as drugs and alcohol and how they relate to sexual activity and a variety of consequences
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships.
Entitlement and Equal Opportunities

SRE is provided for all students at Bingley Grammar School from Year 7 – 13. It is delivered as an integral part of the Health Education programme. Particular care is taken to address issues for boys as well as girls. Due attention is also paid to ethnic, religious and cultural issues that could affect the delivery of SRE in the normal mixed gender groupings. Students with Special Educational Needs are part of the mixed gender groupings; however, provision can be made for extra support as necessary. Students receiving additional tuition are not to be withdrawn from SRE lessons.

Curriculum Organisation

SRE is regarded as a positive and natural aspect of human development. However, it is complex in that it has moral, legal, religious and cultural considerations. The style of teaching thus involves not only the imparting of factual knowledge but also consideration of wider social and moral issues at the appropriate age of development. Students are given opportunities to reflect on personal values and are encouraged to develop responsible attitudes based on the values of family life.

In Key Stage 3 and 4 provision of SRE is the responsibility of the PSHE Coordinator. The Form Tutors deliver SRE with support from health care professionals as appropriate. (See Guidelines for working with outside providers.) For post 16 it is the responsibility of the Director of Sixth Form and ADOF Sixth Form. In Key Stage 3 and 4 SRE is delivered to mixed gender groups.

Roles and responsibilities

The Governing Body
The Governing Body will approve the SRE policy, and hold the Headteacher to account for its implementation.

The Headteacher
The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see below).

Staff
Staff are responsible for:
- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE
Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Headteacher.

**Pupils**

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

**Parents Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory components of SRE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from SRE.

**Training**

Staff are trained on the delivery of SRE as part of their induction and it is included in our Continuing Professional Development calendar.

The Headteacher will also invite visitors from outside the school, such as the School Nurse or sexual health professionals, to provide support and training to staff teaching SRE.

**Monitoring arrangements**

The delivery of SRE is monitored by the Assistant Headteacher (AHT), Behaviour, through monitoring arrangements such as planning scrutinies, learning walks, etc.

Pupils’ development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the AHT Behaviour every two years. At every review, the policy will be approved by the Governing Body and the Headteacher.

Originator: LAW
Partner Governor: CC
Ratified by the Full Governing Body
Date of policy: October 2017
Review due: October 2019