

Foundation School



Headteacher: Mr D Reeve BSc (Hons)

THE BISHOP'S STORTFORD HIGH SCHOOL

London Road
Bishop's Stortford
Hertfordshire
CM23 3LU

Telephone: 01279 868686

Fax: 01279 868687

Email: office@tbshs.org

Website: www.tbshs.org



THE BISHOP'S STORTFORD HIGH SCHOOL RELATIONSHIP AND SEX EDUCATION POLICY

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Date of next review:	Summer 2020	Owner:	Policy & Personnel
		Approval:	SWC Committee



TBSHS: A truly all-round education



Aims and objectives of the policy

TBSHS intends that all students should:

- be educated about Sexual Reproduction and Sexual Health, and maintain a responsible attitude towards both whilst in school and as they develop as maturing adults
- be given the opportunity to discuss issues concerning relationships and sexual activity, which incorporates the needs of all our students, including those with SEND
- learn about safety and risks in relationships, as required by Ofsted.

What is SRE?

The term *sex and relationships education* – *SRE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The Department for Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013) while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices.'

Sex and Relationships education (SRE) for the 21st Century, PSHE Association, 2014.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

SRE is set within a wider legislative context. The 2006 Education Act laid a duty on governing bodies to 'promote the well-being of students at the school.' It must be sensitive to the different needs of individual students. At all times the overarching principle is to ensure the present and future wellbeing of students and to meet their learning needs. It is crucial that lessons help students to realise the consequences of discrimination, teasing, bullying (including cyber bullying), use of prejudice-based language and how to respond and ask for help. They also need to learn about respectful attitudes, the meaning of consent, violence and exploitation, sexual orientation, the range of beliefs about relationships and sex in society and how these are both presented and interpreted, and issues concerning equality and inequality. SRE also contributes to a positive learning environment, better emotional wellbeing, the acceptance of diversity, keeping oneself safe, reducing early sexual activity, STI's and the sexual exploitation of young people.

The school's approach to SRE consists of:

- The taught National Curriculum Science Programme of Study.
- SRE modules delivered within a planned PSHE programme Years 7 to 11 and monitored by HoY in consultation with the assistant head teacher/student welfare.
- Pastoral support for students who experience difficulties, including access to the School Counsellor.
- Provision of appropriate information through HoY and SLT assemblies.

Legal obligations

Maintained schools in England and Wales have a legal responsibility to provide a 'sex education' programme; this also includes lessons on HIV and AIDS and other sexually transmitted infections.

They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents/carers.

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 and empathy towards others including those of diverse backgrounds and cultures.
- The development of relationships based on mutual consent.

- 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 adults and helping services.

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.

Diversity and Inclusion

The school strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this the school's approach to SRE will take account of:

The needs of all students: We will consider the particular needs of boys as well as sixth form girls, and those who are transgender, and revise our approaches that will actively engage them. We shall also provide clear and impartial advice, within the parameters of the law on sexism, sexist bullying, forced marriage and female genital mutilation, (FGM).

Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: In terms of sexual orientation, students may have lesbian, gay, bi-sexual and/or transgender (LGBT) parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to SRE will include a sensitive, honest and balanced consideration of sexuality, and within our RSE practices we shall foster gender and LGBT equality. We shall actively tackle all forms of discrimination and homophobic bullying.

Special educational needs and disabilities: We shall take account of the fact that some students are very likely to have diverse learning, emotional, behavioural and physical disabilities that result in particular SRE needs, and our responses to all of these will be both sensitive and appropriate.

Contraceptive advice to older students: Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel, both from within the school and via outside agencies.

A Whole School Approach

The designated SRE co-ordinator, currently the assistant head teacher/student welfare will maintain an overview of SRE provision and have overall responsibility for its development. HoY will support with this. This includes keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation. The PSHE Association provides a comprehensive amount of information on this issue and this is utilised to inform teaching in tutor periods, and also in HoY and SLT assemblies.

- **Teaching staff:** All teachers play an important pastoral role by offering support to students. (Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues). Teachers will be consulted about the school's approach to SRE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students.
- **Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

- **Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 6.7).
- **A dedicated school nurse**, who works with all secondary schools in Bishops' Stortford, will work in collaboration with the pastoral team at TBSHS.
- **Outside agencies and speakers** may be involved in inputting to SRE lessons. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school.

The Taught SRE Programme

The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship. It is taught in an interactive fashion, as much of our PSHE programme is. Students are encouraged to debate issues and to challenge norms, prejudices and assorted perspectives; this learning model is utilised from Year 7. Many of the resources used are very well established and these are reviewed annually. The PSHE curriculum map clearly delineates where and when SRE is delivered.

1.1 Aims of the programme

The overall aims of the SRE programme are:

1. To provide accurate information about, and understanding of, SRE issues under the auspices of our school values.
2. To explore a range of attitudes towards SRE issues and to help students to reach their own informed view and choices for a safe, healthier lifestyle.
3. To develop respect and care for others.
4. To develop skills relevant to effective management of relationships and sexual situations.
5. To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

1.2 Place in the curriculum

The main SRE programme will be delivered through PSHE lessons. In addition, certain biological aspects are delivered through Science lessons.

Developing a healthy, safer lifestyle;

Students should be taught:

- a) to think about the alternatives and long and short-term consequences when making decisions about personal health
- b) to use assertiveness skills to resist unhelpful pressure
- c. about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and about safer choices they can make
- d. in the context of the importance of relationships, how different forms of contraception work and where to get advice, in order to inform future choices
- e. to seek professional advice confidently and find information about health.

1.3 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 should be 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, and this is made clear at the start of lessons.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

1.4 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. This school believes that individual teachers must use their skill and discretion in these situations and refer to the HoY/PSHE/Citizenship Co-ordinator concerned.

1.5 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 students discuss issues in a way which does not encourage an immature response..
Teachers should not be drawn into providing more information than is appropriate to the age of the child. Students must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement.
- Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.
- Students must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised as these reflect the values of TBSHS.
- If a teacher is concerned that a student is at risk of sexual abuse the Designated Senior Persons should be informed and the usual child protection procedures followed.

1.6 Monitoring, evaluation and assessment

The programme is evaluated by the assistant head teacher/student welfare and HoY.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

1.7 Parental concerns and withdrawal of students

Parents/carers have a legal right to withdraw their children from dedicated 'sex education' lessons that are delivered within the SRE curriculum. However, they do not have a right to withdraw their children from those 'biological aspects' of SRE that are taught in Science or where SRE issues arise incidentally in other subject areas.

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 child we shall work with them and their child to explore possible alternative provision.

1.8 Pastoral Support for Students who experience difficulties

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.

Procedures for monitoring and evaluation

The overall monitoring of the delivery of SRE is the responsibility of the Assistant Head teacher/ student welfare in consultation with the SL/Biology and HoY.

Enhancement days

The organisation of any collapsed days is the responsibility of the Assistant Head teacher/student welfare.

Dissemination of the policy

The SRE policy will be made available to all parents/carers for reference and is displayed on the school website.

Confidentiality and informing parents/carers

We are aware that some parents/carers find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by discussing and agreeing a consistent approach for students to be used at home and school.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made; (please refer to the Child Protection policy).

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

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. In addition, the school may promote counselling services, both in and out of school, so students know what is available for additional confidential support.

Dealing with bullying

The school takes the issue of bullying very seriously in line with its sanction structure. This is reflected in the school's behaviour policy. Staff will challenge and deal sensitively with any evidence of bullying, whether this is direct or on-line. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues, and encourage students to have a better understanding of diversity and inclusion.

The school is required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the schools anti-bullying policy.