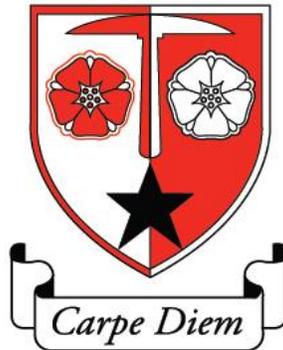


Audenshaw School



SEX & RELATIONSHIP EDUCATION POLICY

This policy is reviewed every 2 years by the Standards Committee.

History of Document

Issue No	Author/Owner	Date Written	Approved by the Standards Committee	Received by Governors	Comments
Draft A	Joannah Sallabank	Nov 12			
Issue 1	Joannah Sallabank		04/03/13	17/04/13	Minor Amendments
Issue 1.2	Jeanette Saw	13/11/13	13/11/13	13/11/13	Change to named individuals
Issue 1.3	Jeanette Saw	17/06/14	17/06/14	17/06/14	Change to named individuals
Issue 1.4	Jeanette Saw	27/10/14	30/10/14	30/10/14	
Issue 1.5	Perri Brookes	02/10/15	12/10/15	12/10/15	Minor amendments.
Issue 1.6	Perri Brookes	10/10/16	10/10/16	10/10/16	Reviewed, no amends to be made.
Issue 1.7	Perri Brookes	11/10/18	24/10/18	24/10/18	Minor amendments.

OUR MISSION

The school aims to provide a quality education in a caring community based on an ethos of respect, discipline and a relentless pursuit of excellence in all that we do.

OUR VISION

Audenshaw School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of the school community will be valued and every success will be celebrated.

Audenshaw School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1. INTRODUCTION

For the purpose of this Policy, the “School” is defined as employees, governors, pupils and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

2. SCHOOL SETTING

- 11-18 Secondary Academy.
- Boys (co-educational Sixth form). The majority of students come from wards which have broadly average levels of social and economic deprivation. The attainment of students on entry to the School is slightly above national averages. The percentage of students with learning difficulties and/or disabilities or who are eligible for free school meals is below national averages. The percentage of students from minority ethnic groups is well below the national average.

3. AIMS AND OBJECTIVES OF THE POLICY

Statement of belief

At secondary school level, Sex & Relationship Education should prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour
- 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 the kind of relationships they want
- Communicate effectively
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity and the reasons for having protected sex
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and, if necessary, treatment

- Know how the law applies to sexual relationships.
- To make links with parents to help them understand how best to talk to their sons about sex and relationships.

How this will be achieved?

This will be achieved through a spiral curriculum delivered by a specialist team of trained teachers through Years 7-9 in Life Skills lessons and through a 3 week block of registration periods in year 10 and 11.

The aim of the policy

The Policy aims to be a point of reference for all those involved in the design and delivery of SRe, those receiving SRe and to anyone (e.g. parents/carers) who may wish to refer to the Policy.

4. MORAL AND VALUES FRAMEWORK

Please see the tables in Appendix 1.

5. CONTENT HEADINGS FOR THE SRE PROGRAMME

Please see Appendices 8 & 9.

6. THE ORGANISATION OF SEX AND RELATIONSHIP EDUCATION

- The Curriculum Leader of RE and Life Skills is responsible for the co-ordination of SRe.
- It will be delivered through Life Skills lessons in years 7 to 9. There will be 7/8 lessons for each year group delivered through a spiral curriculum; each year's programme will revisit and build on the previous year's programme. In year 10 and 11 it is taught through a 3 week registration block (15 sessions of 20 minutes).
- Ground rules are established, question boxes are used, reflection is encouraged and debate is used to complement the programme of study.
- Students' needs are identified through the following channels: Year Leader, Assistant Head (Behaviour and Safety), SENCO, Form Tutor, parents, students and SRE classroom teacher.
- SRe is delivered to form groups in the main school and to year groups in Sixth Form through enrichment.
- A dedicated spiral curriculum is used. The same topics are covered by all the SRE team in a strict scheme of work so that all students have equal provision. A range of activities are employed: pair work, group work, debate, media clips to facilitate discussion, outside speakers and practical demonstrations e.g. condom demonstrations.

- SRe teachers, speakers from the, health care workers, LGBT speakers and Tameside safe sex team will all be used in the programme.
- We liaise with the Sexual Health Intervention and Prevention Team Manager: Gary Hall.
CaSH or SAFE services
YOUthink team
Telephone: 0161 342 7672
Email: gary.hall@tameside.gov.uk
alison.dransfield@tameside.gov.uk
- The programme is evaluated by the following methods: classroom written evaluation sheets by students that are put in the students' books; SRe evaluation monitored by the SRe Co-ordinator and verbal feedback by student focus groups to the SRe Co-ordinator.
- Training to be given to staff by Curriculum Leader so new government framework is followed.

7. SPECIFIC ISSUE STATEMENTS

- **Consultation with Parents/Carers:**

Parents/carers have the right to withdraw their children from all or part of the sex and relationship education provided at School (except for those parts included in the National Curriculum Science lessons).

If a parent/carer wishes to remove their child from the SRe programme, they will be invited in to School to discuss the programme and its benefits with the SRe co-ordinator, **Mrs P Brookes**. If they still wish to remove their child then that student will be expected to have a supervised study period with the Senior Year Leader or Head of Year during that lesson.

- **Use of visitors:**

The programme of study will be supported by the following visitors to school: the school nurse; LGBT and the YouThink team.

These visitors will be accompanied by a member of the SRe team and/or a Year Leader at all times. They will be made aware of the School's expectations regarding our students and our morals and values. None of these visitors will work in classrooms unsupervised.

- **Confidentiality and Child Abuse and Protection Procedures.**

Please see Appendix 5 for the Confidentiality Statement in SRe.

Employees involved in SRe may sometimes hear disclosures that suggest a child is at risk of abuse. They are all aware of the School's Child Protection Policy. A copy of this is available from the School's designated Child Protection Officer, Miss Kelly Breakell.

Where an adult believes a child may be at risk, the Child Protection Officer, Miss Kelly Breakell must be consulted before any further action is taken.

- **Provision for students who are 'looked after' (CLA)**

Special provision is made for CLA students, with one-to-one catch-up sessions with a SRe specialist teacher, who miss SRe lessons because they do not attend regularly or they are moving between schools, or their special needs mean that they attend but do not engage with the lessons.

- **Difficult questions.**

Please see Appendix 6 – strategies for dealing with difficult questions in class.

8. HOW THE RESOURCES HAVE BEEN SELECTED

A checklist is used for resources. Please see Appendix 2.

9. PROCEDURES FOR MONITORING AND EVALUATION

Please see Appendix 3.

Member of staff responsible for the monitoring and evaluation of the programme of study and the SRe policy is the SRe co-ordinator, Mrs P Brookes.

10. DISSEMINATION OF THE POLICY

- The Policy will be made available on the staff shared area and on the School website.

APPENDIX 1

SRe Key Stages Checklist

These tables offer a summary of how SRE at key stages 3 and 4 can be interpreted within National Curriculum Science and the PSHE and Citizenship Framework.

SRE as part of National Curriculum Science	SRE as part of PSHE		
	Attitudes and Values	Personal and Social Skills	Knowledge and Understanding

<p>Key Stage 3</p>	<p>The physical and emotional changes that take place during adolescence.</p> <p>Human reproduction including the menstrual cycle and fertilisation.</p> <p>How the growth and reproduction of bacteria and the spread of viruses can affect health.</p>	<p>Explore and value the range of cultural and religious beliefs on aspects of sexuality and sexual health.</p> <p>Explore the reasons for having sex. Understand that sex involves emotions and should involve a sense of respect for one's own and other's feelings, decisions, rights and bodies.</p> <p>Explore and recognise the effects of bullying and the unacceptability of it within school and wider society.</p> <p>Explore and understand difference in relation to gender, race and sexuality, and how it feels to be different or discriminated against.</p> <p>Explore, understand and be able to describe the positive qualities within a relationship.</p> <p>Explore body image and self-esteem and understand its impact on sexual health.</p> <p>Develop a critical awareness of messages about gender, appearance and sexuality within the media and elsewhere.</p>	<p>Develop the range of personal and social skills needed for relationships with family and friends including:</p> <ul style="list-style-type: none"> ▪ Negotiation skills. ▪ Decision-making skills. ▪ Assertiveness skills. ▪ Listening skills. <p>Be able to recognise, express and manage emotions including loss caused by change, divorce and separation.</p> <p>Develop skills in challenging prejudice and valuing diversity.</p> <p>Be able to seek help and advice from sexual health services, as well as other adults such as parents and carers.</p>	<p>How relationships affect health and well-being.</p> <p>How family life including marriage supports the upbringing of children.</p> <p>Aspects of sexual health including sexuality, contraception, safer sex, abortion, HIV and sexually transmitted infections (STIs).</p> <p>Meaning of confidentiality in school and health settings.</p>
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	SRE as part of National Curriculum Science	SRE as part of Life Skills		
		Attitudes and Values	Personal and Social Skills	Knowledge and Understanding
Key Stage 3	<p>Children and young people know and understand the effect of sex hormones and how sex is determined in humans.</p> <p>Some medical uses of hormones including the control and promotion of fertility.</p>	<p>Have opportunities to think about the consequences of sexual activity and relationships.</p> <p>Identify different value frameworks and understand how they affect behaviour.</p> <p>Explore and understand exploitation and abuse within relationships.</p> <p>Explore and recognise links between risk taking and sexual activity with alcohol and drug use.</p> <p>Identify and understand rights and responsibilities within relationships.</p>	<p>Be able to demonstrate assertiveness skills.</p> <p>Be able to discuss a range of moral and social issues, including cultural attitudes towards sex and sexuality, contraception, abortion, the age of consent.</p> <p>Have the skills to access local and national support.</p>	<p>How different contraceptive methods work and where to get advice on sexual health issues such as abortion, STIs including HIV and safer sex.</p> <p>How risk taking affects sexual health and well being.</p> <p>The law affecting young people and sex.</p> <p>The range of advice and support in the local community and nationally.</p> <p>Condom demonstration (year 9) and contraception workshop.</p> <p>Workshop on Consent</p>

	Life Skills
Key Stages 3 and 4	<ul style="list-style-type: none"> ▪ To participate in SRE policy and programme development and review. ▪ To consider the effect of national, regional, religious and ethnic identities on beliefs and attitudes to sex, relationships, gender and sexuality. ▪ To be critically aware of the effect of messages imparted by the media about sex, relationships, gender and sexuality. ▪ To know about and understand the social, cultural and economic impact of HIV as a global epidemic. ▪ Practice expressing their personal opinions and listening to those of others about a range of issues such as marriage, contraception, abortion, gender, sexuality and teenage pregnancy. ▪ Develop the skills of empathy, respect and understanding in relation to sex, sexuality and relationships. ▪ To understand the importance of internet safety. To educate students on how to stay safe online and the consequences of sharing private and personal images including the legal implications. ▪ Lessons on the detrimental effect that pornography can have on a student's perception of body image and sex.(lessons to be developed for use next academic year) ▪ Take responsibility for one's own sexual attitudes and behaviour. ▪ Be able to express, understand and evaluate different views that people hold about sex, sexuality and relationships, e.g. homosexuality, sex before marriage.

- To understand the importance of consent and being ready to engage in a sexual relationship.

Checklist for selecting a resource for health/sex education

1. Is it consistent with your agreed policy, course aims and objectives and values framework?	<input type="checkbox"/>
2. Does it conform to the legal requirements for SRE?	<input type="checkbox"/>
3. Is it appropriate to the needs of your students in terms of language, images, attitude, maturity and understanding and the knowledge required?	<input type="checkbox"/>
4. Does it avoid racism, sexism, gender and homophobic stereotyping? Does it exclude any young people on the basis of home circumstance, gender, race, literacy, culture, faith and religion?	<input type="checkbox"/>
5. Does it include positive images of a range of young people?	<input type="checkbox"/>
6. Can it be used as a trigger for discussions of difference or exclusiveness?	<input type="checkbox"/>
7. Can the resource be adapted for use with all your students?	<input type="checkbox"/>
8. Is it factually correct and up to date?	<input type="checkbox"/>
9. Are there instructions on how to use the resource? Are they clear? Is the information for students distinguishable from that for the teachers? Are there any photocopyable handouts, which can be used to reinforce the learning?	<input type="checkbox"/>
10. Is the resource well designed? Is it durable, easy to use and easy to store?	<input type="checkbox"/>
11. Will it contribute to a broad and balanced curriculum that can be delivered within the PSHE and Citizenship Framework?	<input type="checkbox"/>
12. Does it encourage active and participatory learning methods?	<input type="checkbox"/>
13. If you have used this resource before, what formal or informal feedback did you receive from young people about it?	<input type="checkbox"/>

Name:

Signature:

Date:

Evaluation Tool for SRE Lessons and Resources

According to the OFSTED report into Sex and Relationship Education (2002), the more effective schools use a range of evaluation methods to ensure that provision meets the needs of the students.

Sources of evidence for monitoring and evaluation include;

1. Lesson observations.
2. Monitoring planning.
3. Discussion with co-ordinator.
4. Sampling students' work.
5. Feedback from students. (NB: For ideas see appendix 4.)
6. Variable and written feedback from parents through, for example, questionnaires or parents evenings.
7. Feedback from teachers through, for example, meetings
8. Annual review.

Questions used to consider when reviewing the programme;

- Skills – what have students learnt to do?
- Information – what new information have students learnt?
- Attitudes and values – what do they think, feel, believe?
- What do they need to learn next?

Feedback could be attached to the lesson plans for future work and fed back to other staff members involved in planning and delivering future SRE.

Learning Outcomes should be measured at the end of each Key Stage (Refer back to Appendix 1):

For example, by the end of Key Stage 3 students should know and understand;

- How the media influence understanding and attitudes towards sexual health.
- How good relationships can promote mental well-being.
- The law relating to sexual behaviour of young people.
- The sources of advice and support.
- When and where to get help such as at a GUM/CASH clinic.

POLICY GUIDELINES - CHECKLIST

1. Have parents, students, staff and the wider community been involved in the policy development/review process?	<input type="checkbox"/>
2. Does the policy set out the SRE provided within the PSHE framework as distinct from the National Curriculum Science Order?	<input type="checkbox"/>
3. Does the policy include a moral and values statement which reflects the school's ethos and values statement as well as being in line with the SRE Guidance which states 'as part of sex and relationships education, students should be taught about the nature and importance of marriage for family life and bringing up children'?	<input type="checkbox"/>
4. Does the policy address the need to build self-esteem and develop a sense of responsibility as well as information giving skills and social skills development?	<input type="checkbox"/>
5. Does the policy include a statement on the school's position on specific issues such as confidentiality, accessing confidential support and sexual health advice, abortion, contraception and sexuality?	<input type="checkbox"/>
6. Does the policy take into account the needs of ALL students at the school and national, local and in-school policies such as equal opportunities?	<input type="checkbox"/>
7. Does the policy address student-identified needs and evaluation outcomes as well as national and local priorities?	<input type="checkbox"/>
8. Are resources, including human resources, relevant and up to date?	<input type="checkbox"/>
9. Is there a commitment to in-service training for those involved in the delivery of SRE?	<input type="checkbox"/>
10. Does the policy identify the date when it will next be reviewed?	<input type="checkbox"/>

Confidentiality and Child Protection

Confidentiality Statement:

- This statement is available on the staff shared area and the School website.
- Students are reassured by SRE classroom teachers that their best interests will be maintained.
- Students are always encouraged to talk to their parents/carers and given support to do so.
- Students know that employees cannot offer unconditional confidentiality.
- Students are reassured that if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- If there is any possibility of a student being at risk the School's Child Protection procedures will be followed.
- Students are informed of sources of confidential help, for example, local CASH clinics and GUM clinics; the school nurse, School counsellor, GP or local young person's advice service. These are displayed prominently around the School.
- Ground rules are used in lessons – Appendix 7
- Employees should seek consent for a disclosure regarding a boy who has made a girl pregnant; although they should also make it clear they cannot offer or guarantee the student's unconditional confidentiality.

Dealing with Difficult Questions in SRe Lessons

During a Sex and Relationships Education (SRE) lesson, it is possible that you will be asked questions by students that are difficult to answer.

Working Agreement (ground rules):

By establishing a working agreement at the start of each session, you can clarify what is and is not acceptable during the lesson. Ask the students to come up with their own list of ideas, however suggestions could be:

- No personal questions or comments...
- No put downs...
- Respect everyone's opinions...
- Laugh with but not at...

In calling this a working agreement rather than 'ground rules', it removes the apportion of blame from the session, however it is important to consider how to deal with anyone who challenges the agreement.

When confronted with a difficult question, consider the following points:

- How can I buy some time to answer the question?
- Do I have to answer this question?
- Do I have to answer it now?
- What values am I communicating by answering / not answering?
- Is the student trying to de-rail the session?
- Can I be sure they are trying to de-rail the session?
- What is behind the question?

Options:

- If any personal comments arise during the session you can refer back to the ground rules.
- Use of a 'QUESTION BOX' at the end of the lesson.
- You can repeat the question to them / throw it back at them, particularly if you do not understand what they are asking or the terminology they are using e.g. "Can you explain further" or "Tell me more"
- "Give me a minute to think about that".
- "This isn't really the appropriate place to discuss that".
- "If you want to discuss it, you can come and speak to me after the lesson".
- You could also use the opportunity to signpost them to a relevant local or national service. Make sure you have contact details available for the Sexwise helpline or www.ruthinking.co.uk.

Example responses:

- "That's a personal question and we're not asking each other personal questions".
- "I am not sure I can answer that on the spot. What do you think it means?"
- "That's a really important question you've asked. I'd like to talk about it when we have more time."
- "I've never heard about that. Where do you think we can find out some more about it?"

APPENDIX 7

I have the right to:

- Privacy – nobody will be asked personal questions.
- Speak without anyone interrupting.
- Be listened to.
- My own personal space.
- Express my ideas and feelings.
- Be respected for my views and opinions even if they are different from everyone else's.
- Learn.
- Make mistakes without being ridiculed – there is no such thing as a wrong answer.

We should all try to:

- Join in and make a positive contribution to the lesson.
- Support other people who are less confident.
- Listen to and respect what others have to say.

Key Stage 3 (11 – 14) Spiral Curriculum Index

Year 7	
Lesson 1	Setting Ground Rules, Agreeing Appropriate Language, Puberty
Lesson 2	Adolescence
Lesson 3	What Influences Me?
Lesson 4	Rights, Responsibilities and Safety
Lesson 5	Friendships and Feelings
Lesson 6	Conception and Contraception
Lesson 7	Parent Wanted
Year 8	
Lesson 1	What I Want and When I Want It
Lesson 2	Gender and sexuality
Lesson 3	3 'Rs' - Rights, Respect, Responsibility
Lesson 4	Relationships
Lesson 5	Contraception – What do I know?
Lesson 6	Sexual Behaviour, Rights and Responsibilities
Lesson 7	Sexually Transmitted Infections
Year 9	
Lesson 1	Setting the Scene
Lesson 2	Choices and Consequences
Lesson 3	Sex and Alcohol
Lesson 4	Rights, Respect and Responsibilities
Lesson 5	Condoms Rule OK
Lesson 6	Sexually Transmitted Infections
Lesson 7	How to Help Friends
Lesson 8	Depression and Suicide

Key Stage 4 (14 – 16) Spiral Curriculum Index

Lesson content

Year 10	
Lesson 1	Healthy / Unhealthy Relationships (1)
Lesson 2	Consent and internet safety
Lesson 3	Sexually Transmitted Infections and condom use
Lesson 4	Contraception and Negotiation
Lesson 5	Pregnancy and Pregnancy Options
Lesson 6	The Realities of Parenting
Lesson 7	Adapting to Challenging Circumstances
Alternative Lesson 7	Sex and Alcohol

Year 11	
Lesson 1	Recap sex and relationships, sex and the law, practicing safe sex and SAFE/CASH clinics
Lesson 2	Respect – attitudes and values of difference and diversity
Lesson 3	Respect - HIV & Aids plus Challenging myths and stereotypes about LGBT people
Lesson 4	Sex and the Media
Lesson 5	Planned and Unplanned Pregnancy
Lesson 6	Domestic violence/abuse
Lesson 7	Sometimes it's Cancer Facts about testicular/breast/cervical cancer/help and advice