



Ercall Wood Technology College Sex and Relationships Education (SRE) Policy and Procedures

Rationale

SRE in schools is a legal requirement. The Learning and Skills Act 2000 imposes the duty “in exercising any function which may affect provision of SRE in schools and must have regard to the guidance issued by the Secretary of state under Section 403 (1A)”. The Sex and Relationship Education Guidance (DfEE 2000).

Policy Development Process

The SRE Policy and our SRE provision has been developed following consultation with parents, pupils and pastoral managers of Key stage 3 and 4. Information has been gathered from detailed questionnaires and discussion with students and feedback from Pastoral Managers. This has also informed the content and focus of our SRE schemes of work. Our aim at Ercall Wood is that SRE is responsive to the needs of the students and is not overly prescriptive. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas.

The Context of the School

Ercall Wood Technology College is a medium sized school, which serves a moderately disadvantaged part of the north west of Telford. This area includes several housing estates where there is a considerable amount of social and economic disadvantage. The main town the school serves is Wellington, a long established market town situated in a former coal mining and engineering area. A range of light industries and service activities has replaced the traditional types of employment, with many of the jobs available being of a low wage.

There are currently 708 students attending Ercall Wood Technology College. Ercall Wood currently has an attendance rate of 93%. The school is divided into six colour form groups for years 7 to 11. There is an average of 140 children in each year group. Each form group has approximately 25 students of the same year group. With such a diverse population at Ercall Wood it is important that the PSHEE program provides all students with a range of abilities and religious backgrounds the opportunity to gain knowledge through the curriculum and to make healthy choices in school and in the wider community. Some of our students are extracted from SRE lessons due to religious beliefs so we must provide alternative lessons for those students.

Definition

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).

SRE in schools contributes towards the reduction of teenage pregnancies as part of the Telford and Wrekin Teenage Pregnancy Strategy. Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It enables pupils to build self-esteem and make positive health choices. The aim of sex and relationship education (SRE) at Ercall Wood is to help support pupils through their physical, emotional and moral development. The programme is firmly embedded within the PSHEE curriculum.

We believe that effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. At Ercall Wood it is presented within a moral and ethical framework and with the clear intention of promoting sensitivity tolerance, safety and responsibility. Sex education forms one strand of a wider Personal Development programme.

Aims and Purpose

- To teach pupils about sex, sexuality and sexual health. It seeks to help children and young people appreciate the value of marriage for family life, stable and loving relationships, respect, love and care
- Issues of religion, cultural difference and ethnicity will be dealt with sensitively. Specifically, an atmosphere of tolerance and acceptance will be encouraged.
- Vulnerable pupils e.g. If special needs are identified by students, staff or parents, those needs will be addressed individually and with experts or parents with appropriate consent.
- To enable pupils to recognise the physical, social and emotional implications of sexual behaviour and to recognise that responsibilities in relationships are shared by every individual. This has 3 main elements.
 - Knowledge and understanding (physiology)
 - Personal and social skills (self esteem and assertiveness skills)
 - Attitudes and values (culture, beliefs and respect for others)

According to the Department for Education and Employment (2000) SRE guidance outlines:

Secondary schools should:

- Teach about relationships, love, care and the responsibilities of parenthood as well as sex
- Focus on boys as much as girls
- Build self esteem
- Teach the taking on of responsibility and the consequences of one's actions In relation to sexual activity and parenthood
- Provide young people with information about different types of contraception, safer sex and how they can access local sources of further advice and treatment
- Use young people as peer educators
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Link sex and relationship education with issues of peer pressure and other risk taking behaviour such as drugs, smoking and alcohol
- Ensure young people understand how the law applies to sexual relationships

- An SRE programme which includes information about STIs and HIV/AIDS
- SRE should prepare young people for an adult life in which they can:
 - Develop positive values and moral framework that will guide their judgements, decisions and behaviour
 - Be aware of their sexuality and understand human sexuality
 - Understand the reason for having protected sex
 - Understand the consequences of their action 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
 - 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
 - Avoid 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

Organisation and Content

Subjects which can be classified within SRE Education can be found in:-

- The National Curriculum Science requirements of e.g. ‘life processes, growth, reproduction relating to human beings and the physical and emotional changes that take place during adolescence’, are taught during Science lessons.
- As part of the PSHEE curriculum where a rolling programme of sex and relationships education is delivered as part of each school year.

Sex and relationships education and health education have been shown to be more effective when active learning techniques are used. For example, small group discussions, quizzes, role play and a variety of structured activities involve pupils in their own learning and enable them to explore their own and others’ values and to develop communication skills. Student consultation indicated preference for current and relevant DVDs along with discussion, quizzes, testing products and use of experts. They were less interested in learning via text and work sheets. They prefer interactive kinaesthetic modes of learning.

- Teaching pupils didactically does not give them an opportunity for asking questions and exploring personal and relevant issues.
- The following teaching strategies support active learning and are used in different sessions.

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| • Sharing ideas. | • Discussion. | • Listening exercises. | • DVDs |
| • Outside speakers | • Case studies and scenarios. | • Values and continuums | • Trigger drawings, story boards, photographs as a basis for problem solving, role-play. |

SRE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups

3. Responsibility for SRE

- The Head of PSHEE and the Senior Leadership team are responsible for the organisation, quality and effectiveness of the SRE Programme at Ercall Wood.
- The responsibility for the effective delivery of this programme in the classroom lies with the form tutors. The staff delivering the SRE programme will have significant teaching experience and will be sympathetic to the sensitivity of these issues for children and young people. Liaison with Heads of Year, the SEN coordinator and member of staff responsible for child protection will be used if appropriate.
- Ideally the membership of the teaching team will include both sexes. Opportunities for discussions with a health professional will be offered. Pupils will be informed of how to access support from the school nurse at the weekly drop-in session and other appropriate outside agencies.

4. Partnership with Parents/Carers

- Information on SRE in the school curriculum is contained in the school prospectus and the SRE policy is available on the school website.
- Parents/carers of all pupils are informed of the content of the SRE sessions by letter and website. They are also made aware of their right to withdraw their child from SRE, except for the statutory content in National Curriculum Science. The procedure for this is to inform the Head of PSHEE of the reasons for extraction in the form of a letter. Should a parent/carer withdraw a young person from sex and relationship education, the student will be provided with alternative work.
- Pupils are issued with local contact details of support organisations/services as part of their SRE lessons at this level.
- Parents/carers are free to offer opinions, comments or suggestion.

Specific Issues

- Ercall Wood has an identified Child Protection Officer that is familiar with child protection procedure and protocols and will act as a resource should staff have concerns or be faced with a disclosure.
- Reflective of Ercall Wood's anti-bullying and equal opportunities policy, all staff and students are encouraged to exhibit tolerance and acceptance.

5. Partnership with Visitors

- Use is made of teaching resources from a number of agencies. This includes Telford and Wrekin Health Schools Team and other appropriate outside agencies.
- The School nursing service is informed of the content of the programme
- The School Nurse is involved in the planning and delivery of sessions as appropriate. Current information on local/national trends and up to date research is also disseminated.
- Visitors will be utilised to enhance and supplement the planned curriculum based on their expertise. Visitors will not be left as the sole person responsible for students at any time. Prior to arrival visitors will receive a copy of Ercall Wood's Confidentiality, SRE, Drugs, Anti-bullying, Child Protection policy, to better enable visitors to respect the whole school ethos.

6. Individual Advice and Counselling

- Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the team/school nurse.

7. Partnership with Pupils

- The school accepts that an effective policy on SRE requires information from pupils both at the development and implementation stages. This will be achieved by school councils, evaluation and monitoring by the Head of PSHEE.
- Pupils seeking direct advice are referred to the school nurse or outreach nurses and encouraged to discuss the matters with:
 - Their parents, guardians or appropriate relative
 - Religious leader (if appropriate)
 - Family doctor
 - Contraceptive and Sexual Health Services

If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above or the child protection coordinator at an appropriate time.

Ercall Wood's SRE programme contributes to the safeguarding of pupils (Student Act 2004). It promotes students emotional wellbeing, and improving their ability to achieve in school a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships. Helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

8. Confidentiality Policy

Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. It may be appropriate to refer a pupil to an outside agency. The following statement may be of use when talking to a pupil:

"We listen to what you have to say and won't tell other people, but if we think that you or any other person are at risk of harm/abuse, then we may need to discuss this with others to get the help you need – wherever possible with your knowledge."

The SRE guidance document (DfEE 2000) recommends including the following:

- An explanation of how the confidentiality policy will work in practice. It should be clear, meet the best interest of young people and be workable by staff. It should ensure good practice throughout the school, which pupils, parents/carers and staff understand.
- An explanation of how pupils and parents/carers will be made aware of it.

- Clear links to the child protection policy and reassurance provided that those procedures will be followed.
- The setting of clear ground rules in SRE lessons should be stressed.
- Clarity for staff that confidentiality cannot always be maintained.
- Clarity for pupils that teachers or other adults delivering SRE cannot always maintain confidentiality.
- Reassurance for pupils that they will be informed if confidentiality is to be broken and that they will be offered access to confidential support and information.
- Encouragement for pupils to talk to parents/carers.
- Ensure pupils are informed about contraception and safer sex and how to access the services.

9. Training

- Opportunities for all teachers for further training in the delivery of sex and relationship education will be sought and accepted wherever circumstances permit.
- The Head of PSHEE will be responsible for organising the training of staff delivering SRE. All staff and interested parties will be issued with guidance for the deliver of the programme.
- A commitment for no less than one staff member to have (or pursuing) a Continuing Professional Development accreditation in PHSEE. Staff are expected to attend training which updates knowledge and improves practice.
- Resources will be provided by the Head of PSHEE having been checked for accuracy, suitability of content and method of delivery.
- Advice and support will be sought from the school nurse and associated agencies by the Head of PSHEE. Resources older than 10 years will be discarded and alternative resources sought. Resources will be selected and checked for accurate information, stereotyping, bias and prejudice.

10. Policy Implementation

- The policy will be available on the school web site for access by all staff/parents/carers.
- All sex and relationships education will be delivered according to the policy framework. The guiding principles are included in this document.
- Other agencies, which work in partnership with schools, will be informed of the SRE policy.
- The policy is part of the Ercall Wood Healthy Schools Programme which supports all health education within the school.

- **LGBT**

All people, including Staff and students, have a right to privacy. This includes the right to keep private one's trans status or gender-nonconforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School staff should not disclose information that may reveal a pupil or student's transgender status or gender-nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so. Staff should not discuss trans pupils and students outside of school with friends and so on, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a 'certain pupil' may be enough to out that individual or, at the very least, compromise confidentiality. When a child or young person initially discloses their trans status, it is important to talk to them about confidentiality and who, if anyone, they would like information to be shared with. Trans and gender questioning pupils and students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a trans or gender questioning student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the pupils, student, parent, or carer has specified otherwise. Many parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child's gender identity; however, this is not always the case. When working with parents and carers, schools should bear in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual pupil or student are taken into account, with a view to supporting them during potential transition. Confidential information must not be shared even with the parents and carers without the child or young person's permission, unless there are safeguarding reasons for doing so.

11. Procedures for Evaluation, Monitoring and Review

- Pupils will complete an evaluation sheet at the end of the SRE module . The purpose of this is to establish the validity of both the content and the presentation of the sessions.
- Parents'/carers' views will be taken into consideration.
- The Head of PSHEE is responsible for considering issues raised by any of the evaluation procedures and will action specific issues.
- Staff are responsible for the monitoring and evaluation of practice.
- The Governors will review the policy biannually.
- The school must have a planned SRE programme which identifies learning outcomes, appropriate to pupil's age, ability, gender and level of maturity and which is based on pupils' needs assessment and a knowledge of vulnerable pupils (NHSS minimum criteria for SRE 1999)

12. Complaints Procedure

- Complaints about content and/or delivery of the SRE programme will be addressed to the Head or Governors according to the School's complaints procedure policy. Appendix

Scheme of Work for Sex and Relationships Education

The following scheme of work will be covered by students on the 3 break down days per year. KS 4 students will have an hour of PSHE per week. All students have one morning registration lesson of PSHEE per week.

Year Group	DAY	Lesson Heading	Lesson Content
Year 7: Healthy Choices	1	Personal Hygiene	<ul style="list-style-type: none"> ▪ Revisit puberty and the importance of personal hygiene
	2	Making Healthy Choices	<ul style="list-style-type: none"> ▪ Look at a variety of issues that can have an effect on mental and physical health and well being including self-image, personal hygiene and choices of relationships.
	3	Decisions and Consequences	<ul style="list-style-type: none"> ▪ Look at a variety of issues facing young people and explore the consequences of the decisions made.
Year 8: Differences	1	Self Image	<ul style="list-style-type: none"> ▪ Explore how self-image affects our life. ▪ Discuss how peer pressure and media can influence our decisions and how we regard ourselves.
	3	Relationships	<ul style="list-style-type: none"> ▪ Discuss how to recognise and deal with feelings, especially in relation to friends, partners and family.
	2	Difference and Diversity	<ul style="list-style-type: none"> ▪ Explore sexuality and contraception. ▪ Discuss respect for the differences in others. ▪ How to recognise the consequences of the choices we make.
Year 9: Personal Responsibility	3	Relationships	<ul style="list-style-type: none"> ▪ Recognising influences and assessing risk and consequences of situations

Year Group	DAY	Lesson Heading	Lesson Content
	2	Negotiation	<ul style="list-style-type: none"> What consent means. Negotiation and assertiveness skills within relationships, including delaying first sex.
	1	Contraception	<ul style="list-style-type: none"> More in-depth information around contraception including information on pregnancy and STIs including HIV
Year 10: Making Healthy Choices	2	Self Image	<ul style="list-style-type: none"> Exploring self image, perceptions of others, gender differences, stereotypes and sexuality.
	3	Responsibilities	<ul style="list-style-type: none"> Have an understanding of what constitutes a healthy relationship. Are aware of their responsibilities within relationships. Sexual Exploitation. Homophobic attitudes
	3	Contraception	<ul style="list-style-type: none"> The principles of safer sex. Negotiating first sex. Where to go for help and advice.
Year 11: Understanding Consequences	1	Rights and Responsibilities	<ul style="list-style-type: none"> Sex and the law. Responsibilities of sexual relationships, parenthood and adulthood. FGM
	1	Consequences	<ul style="list-style-type: none"> Consequences of their decisions and the effect it can have on their future aspirations.
	2	STIs and Contraception	<ul style="list-style-type: none"> Revisit safer sex, STIs and HIV and how they are transmitted. Explore risky situations and management of these.

Policy Updated:
Policy Review Date:

December 2016
January 2017

Name of School:

Ercall Wood

Name of Headteacher:

Chay Davis

Signed

Name of Governor:

Signed

Review date: July 2005 (MPS)

Review date: July 2007 (MPS)

Review date: September 2011 (MH)

Review date: January 2017 (MH)