

BEAL HIGH SCHOOL
SEX AND RELATIONSHIPS EDUCATION POLICY

1. Objectives:

- ✓ to help and support young people through their physical, emotional and moral development
- ✓ to help them learn to respect themselves and others and
- ✓ to move with confidence from childhood through adolescence into adulthood.

This revision of the school's policy statement on Sex and Relationships Education (SRE) has been prepared in the light of new and revised guidance published by the DfES, the national frameworks for Science and Citizenship (both statutory) and for PSHE (non-statutory). It is structured in accordance with the recommendations made in "Sex and Relationship Education Guidance".¹

2. What is sex and relationships education (SRE)?

"Many elements of SRE are common to all areas of PSHE and Citizenship and are crucial to children and young people's emotional development and personal, social and academic success. These elements include developing:

- self awareness and self esteem
- confidence in talking and listening to others
- an awareness and understanding of feelings and emotions
- the language and confidence to discuss personal, physical and relationship matters with peers, parents, health care staff and other trusted adults
- assertiveness and decision making skills
- ability to assess potential risks and keep safe
- understanding of and respect for one's own and others beliefs and values, reducing prejudice and stereotyping
- skills to ask for help and the knowledge of who and where they can access support from.

These elements remain at the core of SRE throughout all 4 Key Stages"²

A balanced SRE programme should contain teaching, exploration and learning which covers three main themes:

- **"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.
- **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.
- **knowledge and understanding**
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;

¹ Sex and Relationship Education Guidance, ¶ 1.1, July 2000, Ref: DfEE 0116/2000

² Redbridge Sex & Relationship Education Guidance, 2001, page 4

- 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.”³

3. Delivery and Management

Much of the SRE at Beal High School is firmly embedded in the framework for PSHE⁴. Apart from specific SRE topics, there are many other PSHE themes that are of relevance, for example: assertiveness, peer pressure, stereotyping, self-esteem, body image. Science lessons also deal with certain aspects of SRE, in particular, human reproduction and the spread of viruses and infections. We also recognise that SRE issues can and will arise naturally in discussions in other subjects. *Responsibility for the consequences of one's actions* is a key idea that, through the Behaviour Management policy, permeates the life of the school; it is a theme that is central to SRE.

In KS3 and 4 a small team of teachers work under the leadership of the PSHE Co-ordinator. There are Schemes of Work and suggested lesson plans for each year group. Materials and teaching styles are differentiated as appropriate. The majority of teaching materials and resources used are those recommended by the Sex Education Forum, based at the National Children's Bureau; others have been developed "in house". Teachers involved in SRE will work within the agreed values framework as described in section 2 ("attitudes and values").⁵

SRE within PSHE is delivered in mixed ability, mixed gender classes. For some sensitive issues, students are organised into single gender groupings within the class and come together to share what they have discussed and learned.

4. Monitoring and evaluation

SRE is regularly evaluated and reviewed, with feedback from students and staff; the views and expertise of the School Nurse are also sought and taken into account.

As part of the Year 10 PSHE programme, students are asked for their opinions on the relevance and appropriateness of SRE; the results of this survey have been used in the planning and development of the programme.

5. Provision

Details of the SRE in each year of Key Stages 3 and 4 are included in the Appendix.

6. Specific and sensitive issues

- **puberty** – because children need to be prepared for puberty, it is expected that this should have been dealt with in primary schools. In Year 7 a brief unit deals with the issue aimed at reinforcing prior learning;
- **menstruation** – as with education about puberty, girls should be prepared for the onset of menstruation at primary school age. The Year 7 unit also endeavours to handle this subject sensitively;
- **sexual health**⁶ – schemes of work in Years 9 and 10 aim to clarify knowledge of HIV/AIDS and STIs, teach assertiveness skills for negotiating relationships and inform them about access to appropriate services;
- **contraception** – a Year 10 scheme of work includes knowledge of the different types of contraception, their effectiveness, access to them, and their availability;⁷

³ Sex and Relationship Education Guidance, Introduction, ¶ 9, July 2000, Ref: DfEE 0116/2000

⁴ *ibid*, Introduction, ¶ 2

⁵ *viz*, *ibid*, ¶ 2.1

⁶ *ibid*, ¶ 2.17 gives the rationale for teaching about STIs and contraception, *inc* "Since 1995 there have been significant increases in the numbers of diagnoses of genital chlamydia infection, genital warts and gonorrhoea. The rises were steepest in the 16-19 year olds ..." and ¶ 2.18 "A survey conducted by National Opinion Poll (1996) indicated that young adults may be becoming complacent about the importance of safer sex, increasing their risk of infection and unwanted pregnancy or paternity".

⁷ *ibid*, ¶ 2.11 "Trained teachers can also give pupils – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment". This is part of the Government's strategy to reduce teenage pregnancy (in England in 1998 there were over 100,000 conceptions to teenagers, of which over 8,000

Curriculum Committee Meeting:

Full Governing Body:

- **abortion** – a Year 10 scheme of work aims to offer students the opportunity to explore the dilemmas involved and to know and understand about abortion.

7. Parental right of withdrawal SRE

“Research shows that children and young people want to receive their initial sex and relationship education from their parents and families, with school and other adults building on this later. But many parents find it difficult to talk to their children about sex and relationships”⁸

Parents need to know that the school's SRE is there to complement and support their role and not to usurp it. They also need to be aware of the rationale behind, and content of, what we provide and that discussion about feelings, values and relationships is important and should be available to all pupils.

However, parents have the right to withdraw their children from all or part of the SRE provided at school except those parts included in the statutory National Curriculum: Science⁹. If, at any time, a parent feels that it is no longer appropriate for their child to participate in the SRE programme, they should discuss the matter with the teacher concerned and write a letter formally stating their wish to withdraw.

8. Policy Review

Beal High School's SRE policy is informed by the following national legislation and by national and local guidance on SRE:

The Education Act 1996,

National Curriculum 2000: Science (statutory),

National Curriculum 2000: Framework for Citizenship (statutory from August 2002),

National Curriculum 2000: Framework for PSHE (non-statutory) [see Appendix 1 of the school's PSHE & Citizenship Policy, Autumn 2002],

DfES Sex and Relationship Guidance 2000 and

Redbridge Sex and Relationship Education Guidance 2001.

Sex and Relationships – a report from the Office of HM Chief Inspector of Schools (Ofsted 2002).

The policy, programmes of study and schemes of work ensure that SRE is delivered appropriately and within the parameters established by the above documentation.

were to girls under 16). The School Nurse is also available in school during Wednesday lunchtimes and may be consulted about such issues. However, if sexual abuse is suspected, teachers should follow the school's Child Protection procedures.

⁸ *ibid*, ¶ 5.1

⁹ *ibid*, ¶ 5.7

Appendix

The learning outcomes listed below are about to be reviewed particularly with reference to when they are covered in Key Stages 3 and 4. These lists will therefore be updated at a later date.

SEX AND RELATIONSHIPS EDUCATION - *learning outcomes*

These learning outcomes have been identified in the Ofsted report on Sex and Relationships (2002). Those marked with an asterisk are covered by National Curriculum: Science and are compulsory; other outcomes are offered as the ideal that should be included in a school's SRE provision.

◆ = PSHE
 ● = Science

By the end of Key Stage 3 . . .	Year theme is covered at Beal (in PSHE or Science)		
	7	8	9
Students will be able to:			
▪ manage changing relationships	◆	◆	◆
▪ recognise risk of personal safety in sexual behaviour and be able to make safe decisions			◆
▪ ask for help and support			◆
▪ explain the relationship between their self-esteem and how they see themselves	◆	◆	
▪ develop skills of assertiveness in order to resist peer pressure and stereotyping	◆	◆	
▪ see the complexity of moral, social and cultural issues and be able to form a view of their own			
▪ develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships	◆	◆	◆
▪ be tolerant of the diversity of personal, social and sexual preference in relationships			◆
▪ develop empathy with the core values of family life in all its variety of forms		◆	◆
▪ recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage			◆
▪ recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.		◆	
Students will know and understand:			
▪ that fertilisation in humans is the fusion of a male and a female cell*	●		
▪ the physical and emotional changes that take place during adolescence*			●
▪ about the human reproductive system, including the menstrual cycle and fertilisation*	●		
▪ how the foetus develops in the uterus*	●		●
▪ how the growth and reproduction of bacteria and the replication of viruses can affect health*			●
▪ 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			◆
▪ about when and where to get help, such as at a genito-urinary medicine clinic.			◆
Students will have considered:			
▪ the benefits of sexual behaviour within a committed relationship			◆
▪ how they see themselves affects their self-confidence and behaviour	◆	◆	
▪ the importance of respecting difference in relation to gender and sexuality	◆	◆	
▪ how it feels to be different and discriminated against			◆
▪ issues such as the costs of early sexual activity			◆
▪ the unacceptability of prejudice and homophobic bullying	◆	◆	
▪ what rights and responsibility mean in relationships		◆	◆

By the end of Key Stage 4 . . .	Year theme is covered at Beal (PSHE or Science)	
Students will be able to:	10	11
▪ recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice	◆	
▪ manage emotions associated with changing relationships with parents and friends	◆	
▪ see both sides of an argument and express and justify a personal opinion	◆	◆
▪ have the determination to stand up for their beliefs and values	◆	◆
▪ make informed choices about the pattern of their lifestyle which promote well-being	◆	
▪ have the confidence to assert themselves and challenge offending behaviour	◆	◆
▪ develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships	◆	◆
▪ work co-operatively with a range of people who are different from themselves.	◆	◆
Students will know and understand:		
▪ the way in which hormonal control occurs, including the effects of the sex hormones* some medical uses of hormones including the control and promotion of fertility*	●	●
▪ the defence mechanisms of the body*	●	●
▪ how sex is determined in humans*	●	●
▪ how HIV and other sexually-transmitted infections affect the body	◆	
▪ the link between eating disorders and self-image and sexual identity	◆	
▪ the risks of early sexual activity and the link with the use of alcohol	◆	
▪ how the different forms of contraception work and where to get advice	◆	
▪ the role of statutory and voluntary organisations	◆	◆
▪ the law in relation to sexual activity for young people and adults	◆	
▪ how their own identity is influenced by both their personal values and those of their family and society	◆	◆
▪ how to respond appropriately within a range of social relationships	◆	◆
▪ how to access the statutory and voluntary agencies which support relationships in crisis	◆	
▪ the qualities of good parenting and its value to family life	◆	
▪ the benefits of marriage or a stable partnership in bringing up children	◆	
▪ the way different forms of relationship including marriage depend for their success on maturity and commitment.	◆	
Students will have considered:		
▪ their developing sense of sexual identity and feel confident and comfortable with it	◆	◆
▪ how personal, family and social values influence behaviour		◆
▪ the arguments around moral issues such as abortion, contraception and the age of consent	◆	
▪ the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both	◆	
▪ the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others	◆	