



The Derby High School
POL003
Sex and Relationships
(SRE) Policy

2016-17

Audience: Public

SEX AND RELATIONSHIPS (SRE) POLICY

OUTLINE

We believe that children have an entitlement to learn about sex and relationships as part of the wider PSHCEE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity.

Our aim is to:

- provide an effective SRE programme which meets the needs of our year 9 pupils
- provide opportunities for all children to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understanding to be confident with their own sexuality.

A further important aspect is helping pupils to keep safe. Support mechanisms in place include the School Nurse, YPAS, Relateen and the Student Support Manager, and the key stage 3 and 4 inclusion support officers (Mrs Dean and Mrs Berry).

REVISION LOG

Change Date	Reason for change	Details	Approved By
Spring 2014	Document Created	First Revision	School Governing Body
Spring 2015	Annual Review		School Governing Body
Spring 2016	Annual Review		School Governing Body
Spring 2017	Annual Review		School Governing Body

RESPONSIBILITIES

Responsible Manager	Mr D White – Pastoral Support Programmes/Safeguarding
	Mr R Margolis – Curriculum
Named Person/Teacher	Ms P Heath
Named Governor	Ms Susan Southworth

ORGANISATION

- The named governor is Ms Susan Southworth.
- The teacher with responsibility for this is Ms P.Heath overseen by Deputy Headteacher, Mr.Margolis.
- All teachers involved in delivering the SRE programme will receive specific and appropriate CPD.
- Only certain teachers will deliver the SRE curriculum.
- As in all areas of the curriculum, teachers will use a variety of teaching methods and approaches including discussion, project learning, video, circle time, group work, drama and role play.
- In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues.

CONFIDENTIALITY

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures. A school policy on confidentiality has been discussed and agreed at staff meetings and pupils are aware of its content. The Derby High School has adopted the Bury Safeguarding policy. The Child Protection Officer is Mr D White. All teaching staff and support staff in the school have undertaken level 1 safeguarding training.

The staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about. However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school's Safeguarding Procedures, which are in line with the Bury LEA Procedures. Staff always establish ground rules in consultation with the pupils so they are clear about what information has to be passed on.

HOW TEACHERS WILL ANSWER SOME SPECIFIC QUESTIONS

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, children's questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature. Ground rules will be made clear to pupils.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances, certain questions will require parental involvement. Such questions would include any relating to safeguarding issues.

SPECIFIC ISSUES

- Issues around pregnancy, STIs, sexual health and inappropriate relationships with adults will be discussed as part of the programme. Agencies such as Young Person Advisory Service (YPAS), School Nurse and Teenage Pregnancy may have an input where appropriate. A range of people are available in school for pupils to talk to in confidence such as Year Co-ordinators, Relateen and the Student Support Manager, and the key stage 3 and 4 inclusion support officers (Mrs Dean and Mrs Berry), allowing swift and easy access.
- We piloted a domestic violence production in 2016 to year 10 and year 11 males and females a project delivered and funded by Greater Manchester Police and Bury Council about 'Raising the awareness of domestic abuse within intimate teenage relationships'. The main areas covered were:
 - What is known about domestic abuse within teenage relationships and within gangs
 - understanding the link between safe and healthy relationships and the rise of CSE (child sexual exploitation)
 - exploring vulnerabilities, risk and resilience
 - impact of trauma on young people
 - sexting and The Law
 - responding effectively to child protection concerns

Then key stage 4 pupils were shown the same production in single sex groups called 'Cottage Pie and Black Eyes'.

- Information will be given where young people can get advice on these issues and information about safeguarding procedures will be given to students. Information regarding the Law relating to S.R.E. is included in the Schemes of Learning e.g. age of consent. Confidential help is available from the school nurse, although pupils will be encouraged to talk to parents.
- Keeping safe, including keeping safe on line – a range of support will be offered to pupils identified as being vulnerable. This is also covered in the main PSCHEE lesson materials throughout the year.
- We are part of a pilot scheme from Victim Support called SwitchOn who are delivering bespoke lessons to a cohort of 30 students across 3 year groups. A list of these themes can be found on Appendix A.

WORKING WITH PARENTS

We as a school will work closely with parents to raise the awareness of the breadth of SRE, how and when it is taught in school. The policy and programme of work is available to all parents who will be able to raise any concerns regarding the curriculum. This can be at Parents' Evenings or by appointment with Ms.Heath.

Parents will receive a letter outlining the programme of study and will be invited to give their consent for their child/ren to participate in the programme. There will also be the opportunity for them to withdraw their child/ren from the programme if they wish to do so.

We acknowledge in the handbook the right of parents/carers to withdraw their child/ren from those aspects of the SRE programme not included in the NC science. We encourage all parents who have concerns to discuss these with the Deputy Head / Assistant Head/ Ms.Heath.

SRE LESSONS – JUNE/JULY

- To deliver a series of lessons during rolling programme around SRE to Year 9 pupils.
- To deliver these lessons as single sex lessons with either a male or female teacher to allow pupils to be able to ask questions in a more comfortable environment.
- To provide alternative lessons relating to general PSHCEE issues for those pupils who have chosen to opt out of the programme.

Suggested programme as follows:

Males	Females
1. Consent and inappropriate CSE (child sexual exploitation) relationships and sharing sensitive information on line. Respect for the individual	1. Consent and inappropriate CSE (child sexual exploitation) relationships and sharing sensitive information on line. Respect for the individual
2. HIV/AIDS <ul style="list-style-type: none"> • Information, background • How it is spread • Help/treatment 	2. HIV/AIDS <ul style="list-style-type: none"> • Information, background • How it is spread • Help/treatment
3. STI (sexually transmitted infections)	3. STI (sexually transmitted infections)

The school is committed to delivering effective SRE for its pupils and recognises the value and importance of monitoring and evaluating the provision of SRE and the way in which all individuals are supported. The school has established an on-going process of monitoring the SRE programme through the work of the PSHCEE Co-ordinator, which includes lesson observation, and teacher, and pupil feedback.

REVIEWING THE POLICY

The school uses a self-review process which will enable staff to recognise the things they are doing well and point the way to further improvement. Pupils are involved in this process.

The PSHCEE co-ordinator reports findings to the Governing Body in order to inform future planning.

This policy will be reviewed as appropriate and amended according to DfES and LA guidance.

All staff members and governors will have access to the policy in various formats

The policy is included in the staff handbook

A summary is included in the handbook to parents

Copies of the policy are also available free of charge from the school office on request

Key teaching staff, parents, Governors will be involved in the review process.

APPENDICES

APPENDIX A – SWITCHON THEMES

Year 8	Theft, robbery and ASB – making safe choices, impact on victim and perpetrator	Self esteem and body image – focusing on social media, peer pressure	Hate crime – vulnerable groups	CSE
Skill to survive	Colouring	Happy Board	Sheep – being individual	Wud U app Muscle relaxation
Year 9	Relationships – family and friendships, relationship breakdown	Pressures – school, relationship, gangs,	Murder and manslaughter – impact on victim and perpetrator and making safe choices	Missing from home – Keeping safe, understanding being exploited or trafficked
Skill to survive	sleep help	Control Circles	Define your values	Self awareness – Superheroes v arch enemies
Year 10	Mental health	Friends and crime – not being a sheep and peer pressure	Dangers of drugs and alcohol – blurring your choices	SV – keeping safe out and about, making choices Committing a crime
Skill to survive	Healthy mind and body	Releasing the pressure on the back	Aromatherapy oils	Time to laugh