

Handsworth Grange Community Sports College

SRE Policy



Current Policy as of: September 2018

LT Responsibility: Paul Rockliffe

Governor Committee: Pupil Wellbeing

1) INTRODUCTION:

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

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.

According to the latest DfE guidance SRE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. **DfE 'Sex and Relationship Guidance' [DfE Ref 0116/2000]**

The legislation on Civil Partnerships in December 2005 will also be included in discussions about stable and loving partnerships

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. 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. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

2) LINKS

This policy was written and developed by the Head of PSHE and the Leadership Team in consultation with pupils, parents/carers and the wider school staff. After the consultation period the final draft will be submitted to the Governing Body for formal approval and adoption.

This policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' [DfE Ref 0116/2000].

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

'Sex and Relationship Education Guidance' [DfE Ref 0116/2000] recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing SRE. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

'Sex and Relationship Education Guidance' [DfE Ref 0116/2000]

Other policies and procedures relevant to this policy include: Anti-Bullying, Child Protection, and Confidentiality

3) **AIMS and OBJECTIVES**

The guidance suggests that SRE should have three main elements:

i) Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

ii) 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.
- Developing critical thinking as part of decision-making.

iii) 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.
- Learning how to recognise and avoid exploitation and abuse.

The overall aims of the SRE programme are:

- a) To provide accurate information about, and understanding of, SRE issues.
- b) To dispel myths.
- c) To explore a range of attitudes towards SRE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
- d) To develop respect and care for others.
- e) To increase pupils' self esteem.
- f) To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, negotiating, decision making, seeking help and helping others.
- g) To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

4) National and local support and guidance for schools to develop SRE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and SRE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to SRE is in line with the Government's strategy and guidance given to schools in '*Sex and Relationship Education Guidance*' [DfE Ref 0116/2000].

At a local level support and guidance for schools to develop SRE includes:

- The Teenage Pregnancy Strategy for Sheffield.
- Support from the Sheffield Healthy School Programme to develop a whole school approach to SRE.
- DfES/Department of health PSHE Certification for PSHE and Sex and Relationships (CPD).

5) 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, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, gender, gender identity, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- 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 pupils have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. Handsworth Grange School and Community Sports College'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.

6) Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

'Sex and Relationship Education Guidance' [DfE Ref 0116/2000].

Young people may have varying needs regarding SRE depending on their circumstances and background. The school strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this HGCS's approach to SRE will take account of:

The needs of boys as well as girls Girls tend to have greater access to SRE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well girls, and approaches that will actively engage them. We shall also be proactive in combating sexism, sexual harassment and sexist bullying.

Ethnic and cultural diversity Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds We recognise that our pupils 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 and gender identity On average, about 5% of our pupils will go on to define themselves as lesbian, gay or bi-sexual (LGBT). Pupils may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people within their lives. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We will ensure that the language we use is inclusive and does not assume all relationships are heterosexual relationships. We shall actively tackle homophobic and transphobic bullying.

Gender Some students may identify as transgender or non-binary. Our approach to SRE will include discussions of gender and gender identity.

Special educational needs We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

The teaching programme for Sex and Relationship Education We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Pupils with autism may require individual teaching to meet their specific needs. Explicit teaching and use of pictures and visual aids may be essential to avoid confusion.

Contraceptive advice to pupils Pupils will be taught, in the interest of preventing pregnancy and sexually transmitted infections, that intercourse should involve using a condom. Questions about other forms of contraception will be answered accurately and honestly. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

7) A Whole School Approach

A whole school approach will be adopted to SRE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding SRE. In particular:

The Leadership Team (LT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The designated SRE co-ordinator (currently Mrs Rebecca Stothard) will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with

developments and good practice, developing the provision to meet pupils's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff. Both the designated PSHE team of teachers and the science teachers are involved in the direct delivery of SRE. Most SRE is taught through the PSHE programme and some through science. All teachers play an important pastoral role by offering support to pupils. (Any teacher can be approached by a pupils 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 such as the DfE/Department of Health PSHE Certification for PSHE and Sex and Relationships (CPD), delivered locally by the Sheffield Healthy Schools Programme.

Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the SRE programme and supported in their pastoral role.

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 15 below*). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to SRE will encourage dialogue between parents/carers and their children.

Outside agencies and speakers may be involved in inputting to SRE programme. The school will only work with agencies and speakers who are appropriate to pupils needs. **Pupils** have an entitlement to SRE and to pastoral support appropriate to their age and circumstances. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

8) The Taught SRE Programme

The schools approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
 2. SRE modules within each Key Stage delivered within a planned PSHE programme.
 3. Pastoral support for pupils who experience difficulties.
 4. Provision of appropriate information through leaflets and books in the library and display of posters at various locations around school.
 5. The SRE programme will be delivered as part of the school's approach to PSHE and Citizenship.
 6. The main SRE programme will be delivered through drop down days and assemblies.. In addition certain biological aspects are delivered through Science lessons
- 9) At Key Stages 3 and 4, Citizenship is delivered under a statutory order and PSHE is non-statutory. Four broad themes from Citizenship which relate to SRE can be identified:
1. Developing confidence and responsibility and making the most of pupils' abilities;
 2. Preparing to play an active role as citizens;

3. Developing a healthier, safer lifestyle; and
4. Developing good relationships and respecting differences between people.

Sex and relationship education delivered through these four broad themes within the context of the National Healthy School Standard and with reference to the requirements of Key Stages 3 and 4 of National Curriculum Science (*set out below*), will ensure effective and appropriate provision.

At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- be aware of their gender identity and understand issues around gender and gender identity
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- 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 what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- understand the links between alcohol or drug use and unplanned sex, and the consequences such as low self-esteem, infection or pregnancy
- access confidential sexual health advice, support and if necessary treatment; know how the law applies to sexual

National Curriculum Science

Key Stage 3

1. d) that fertilisation in humans... is the fusion of a male and a female cell
2. f) about the physical and emotional changes that take place during adolescence
- g) about the human reproductive system, including the menstrual cycle and fertilisation
- h) how the foetus develops in the uterus
- n) how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4

2. f) The way in which hormonal control occurs, including the effects of sex hormones
- g) some medical uses of hormones, including the control and promotion of fertility
- l) the defence mechanisms of the body
3. d) how sex is determined in humans

10) Content and learning objectives

The SRE programme is delivered in a developmental manner so that issues are explored in greater depth as pupils mature. Further guidance is available from the QCA website.

At HGCSC School, the PSHE programme includes the following SRE content, and is built upon a philosophy that sex is a normal positive part of human life and should be a choice, safe, respectful and pleasurable for those involved, at a time when they consider themselves mature enough to make those

decisions related to statutory guidance and requirements. Celibacy and waiting until they are ready are valid choices.

YEAR 7 – revisiting puberty, building on KS2 work about the body changes they can expect or are experiencing, learning new words to do with developing sexual maturity and awareness, body parts, personal hygiene, anti-bullying, different types of families, exploring ideas about relationships

Lesson Objectives : Pupils will know what the ground rules are in PSHE and why they are important. Pupils will be able to state 5 facts about changes in puberty, Will be able to describe a range of feelings/emotional changes people are likely to experience during puberty, will know new words to do with sex and relationships and what they mean, will be able to correctly label pictures of female and male genitalia, will be able to justify an opinion about emerging sexual identity/personality and explain an opposing point of view, They will be able to state what, how often and why for different aspects of personal hygiene. Pupils will be able to identify bullying behaviours and know at least 3 strategies for dealing with a bullying situation. They will be able to identify and state the positive aspects of a variety of different family types,

YEAR 8 – building on Year 7 work about changing bodies, love, attraction and feelings, self esteem, qualities of a good friend and potential good partner. Contraception and protection against STI's for all young people, pressure in relationships and how to deal with it, the value of delaying sexual activity. Outside influences that might affect a relationship, problems that may occur in relationships and how to deal with them,

Lesson objectives: Will be able to describe a greater range of feelings/emotional changes people are likely to experience during puberty. Be able to state 3 things that young people should know about body changes, feelings and relationships. Will be able to explain 3 qualities of a person they might find attractive, will be able to describe different feelings to do with love and attraction. Pupils will be able to state at least 2 outside influences that might affect a relationship, 2 problems that may occur in a relationship, and at least one way of solving that problem. They will be able to make at least one assertive statement on how to deal with issues within a relationship. Pupils will be able to state how pressure affects behaviour in relationships.

Pupils will be able to state one reason why delaying sex in a relationship can be beneficial.

Knowledge of 3 key types of contraception – pill, emergency contraception and condoms – what they are, where to get them, how to use them, effectiveness of protection (every pupils will be able to identify correctly the type of contraception, say where to get it from and state whether it is effective or not against STI's).

How to put a male condom on properly (from teacher demonstration).

That no-one should feel pressurised to do anything they don't want to do.

That being safe and respectful of themselves and others is a good attribute.

That protection is not just for all couples regardless of their sexual preferences.

That contraceptive advice is free and confidential even if you are under 16 years old and where the local services are where they can access confidential advice and information. Will be able to say why self esteem is so important, say at least 3 things they like about themselves and identify what they appreciate about other people.

YEAR 9 – Language used to discuss sex and relationship matters, revisit of Y8 contraception and introduction of wider range of contraception, condom negotiation, alternatives to penetrative sex, including celibacy and delay, consideration of the right time to make relationships sexual, STIs including HIV/AIDS, knowledge about safe and unsafe activities in regard to transmission of STIs. family change, violence free relationships, sexual harassment and how to deal with it

Lesson Objectives : pupils will be able to make good choices about appropriate language to use in these discussions, will be able to state clearly how to use a condom, the pill and emergency contraception and know how to access further information about these, will be able to identify at least 2 more forms of contraception, will be able to state at least 3 phrases to initiate conversations about use of condoms with a prospective partner, can state at least 10 things to do instead of penetrative sex, including choosing celibacy and delaying sexual activity until ready, will be able to describe what they see as an ideal first sexual encounter, ideally within the context of a relationship, understand how STIs are transmitted and be able to give 5 symptoms of them, know where to go to get information and advice about infections. That no-one should feel pressurised to do anything they don't want to do

That being safe and respectful of themselves and others is a good attribute

That protection is not just for straight couples

Know that contraceptive advice is free and confidential even if you are under 16 years old and where the local services are where they can access confidential advice and information.

Pupils will know that family life can change and know some strategies for dealing with this and supporting others going through difficult times

Pupils will know about sexual harassment. They will be able to state 3 strategies for dealing with it

Pupils will know about domestic violence and its unacceptability, and how to look at and negotiate relationships with equality and respect.

YEAR 10 – Pupils will think about why people have sex, know about range of consequences, both positive and negative of making a relationship sexual, know how the law affects sexual relationships, revisit STIs and examine the link between sex, drugs and alcohol. They will revisit information about body parts. HIV transmission and safe and unsafe activities in relation to HIV transmission will be considered in more detail. Pupils will also consider their own developing views about sex and relationships. Parenthood is considered, and what the choices and implications are for an unintended pregnancy.

Lesson Objectives:, pupils will be able to explain how HIV/AIDS can be transmitted and know which sexual activities are safe or unsafe and give reasons. be able to state warning signs of STIs, and be able to explain the link between alcohol and drug use and unplanned pregnancy/STI transmission, will be able to explain positive and negative consequences of making a relationship sexual. Pupils will be able to give a range of reasons why people choose to be parents or not, will know at least 10 jobs of a parent and how challenging as well as rewarding it can be, will be able to state the options available to someone with an unintended pregnancy, along with at least one implication of each.

The Prejudice and Discrimination unit will cover a broad understanding of issues dealing predominantly with homophobia so pupils will be familiar with terminology to do with sexual identity, be able to appreciate the prejudice and discrimination towards people who are gay, lesbian and bisexual or transgender and have an understanding of the effects of this.

YEAR 11 – What is OK or not OK in a relationship, sexual exploitation, what are the features of a good relationship, and what a good sexual relationship might mean for different people, the impact of pornography on relationships, different sexual activities and what people think about their acceptability for individuals, listening to points of view of others and know that everyone is different and wants different things from relationships including celibacy

Lesson objectives: pupils will be able to explain 5 features of a healthy relationship, know where to get information about their health including sexual health, will know that different sexual activities are personal choice and people should be able to choose what they do or don't do, and with whom, that relationships should be respectful.

In all years the skills being developed are those of listening, empathy, tolerance and understanding of difference and they will be made aware of sexual exploitation and consent.

11) Methodology and resources

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

Sex and Relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with a member of the PSHE Team. Should a teacher be absent it would not be undertaken by a short-term supply teacher, but may be covered by another member of the school's permanent staff.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

12) 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 have been 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.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupils) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

13) 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 Head of PSHE if concerned.

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 pupils discuss issues in a way which does not encourage giggling and silliness.

- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is AGE-appropriate.
- Pupils 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.
- If a teacher is concerned that a pupils is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.

14) Monitoring, evaluation and assessment

The programme is regularly evaluated by the SRE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

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 pupils' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components. A variety of assessment methods is used, including quizzes, peer teaching and explanation; the most commonly used method at HGCSC is that of the Unit Evaluation in PSHE. Further guidance is available from the QCA website.

15) Parental concerns and withdrawal of pupils

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas. Parents are made aware of PSHE days via a letter home.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. 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.

16) Pastoral Support for Pupils who experience difficulties

16.1 The nature of support available to pupils

The school takes its role in the promotion of pupils wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to pupils.

Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupils needs.

Sources of help and support from outside agencies:

Students may be signposted to the Central Health Clinic where they can access a range of information to do with their health, including sexual health. This may include information and help about contraception, termination of pregnancy, pregnancy testing, sexuality and STI's.

Sexual Health Sheffield facilitates a range of groups which offer support, information and training aimed at young people, including those who are gay, lesbian or bisexual.

16.2 Confidentiality and informing parents/carers

We are aware that some parents 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 inviting parents to discuss sex and relationships education when their child enters the school

- by discussing and agreeing a consistent approach for students to be used at home and school
- by including sex and relationships education in the Home/School Partnership Agreement
- by inviting parents to a meeting where resources are available, and their use explained.

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.

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. For a fuller discussion of confidentiality please refer to the HGCSA Confidentiality Policy.

16.3 Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Student Support Circular 10/99 and DfE 'Don't Suffer in Silence' 2002. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. 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.

From 2004 all schools have been 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 school's anti-bullying policy. Please see HGCSA's Anti-Bullying Policy for further details.

17) Distribution and Review of the Policy

This policy has been presented and/or made available to the Leadership Team, School staff, Parents/Carers, the Governors and the School Council. Further copies are available on request from Mrs R Stothard, Subject Leader (SL) of PSHCE, or the Headteacher. It can also be found on the school website with all other policies and procedures.

It is intended that before the next policy review a regular focus group of young people will be used to regularly review the SRE provision in school, in addition to the Unit Evaluations completed by all pupils, and that this will meet 2 times a year. Minutes of the meetings will be kept and made available.

18) Sources of Further Information

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000).
- *Diverse Communities: Identity and Teenage Pregnancy*, a resource for practitioners (Department of Health – September 2002)
- NHSS (2001) *Sex and Relationships Education*. National Healthy Schools Standard, London.
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- QCA Guideleines: <http://www.qca.org.uk>
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.

Appendices:



Approved by

Governor: **Date:**

Signature: