



# BOLDON SCHOOL SEX AND RELATIONSHIP EDUCATION POLICY

Publication date: July 2004

## Basic Information

**Date:** Policy updated 2004, redrafted 2002

**Process:** 1999 - A working party of Governors and staff met to discuss what should be the essential aims of Boldon's Sex and Relationship Education Policy. After these aims were established, it was agreed that the Sex Education Co-ordinator for the Governors' approval would draw up the programme.

2002 - Mr R Thompson, Parent/Governor, agreed to be the Governor who would liaise with Mrs L Newby, SRE Co-ordinator.

## Background Information

Boldon School is a maintained, co-educational community school for pupils aged 11-16. Pupils largely come from the Boldon Colliery, East Boldon, West Boldon, Whiteleas and Biddick Hall areas; they consequently reflect the diversity of social and cultural natures of these localities.

## The Role of the SRE Coordinator

The SRE coordinator will:

- 1) Write, disseminate, evaluate and review the SRE policy;
- 2) The SRE coordinator will liaise with the curriculum Deputy Head, the Heads of Science and RE, the nominated governor, the Gateshead team and any other external agency;
- 3) The SRE coordinator will provide Heads of Year with access to relevant and age appropriate materials; these will be used by Heads of Year to formulate units of work cover the designated subject areas for their year group;

- 4) The SRE coordinator will facilitate the auditing of SRE with the school.

## Aims of SRE

At Boldon School we aim to support young people in coping with adolescence and relationships and prepare them for an adult life in which they can:

- Enjoy their sexuality;
- Behave responsibly with their personal and sexual relationships;
- Have sufficient information and skills to protect themselves and others from infection of unwanted pregnancy including accessing services and advice;
- Have the confidence and self-esteem to value themselves and others;
- Communicate effectively;
- Neither exploits nor is exploited.

## The Promotion of Values and Morals within SRE

There is often concern about the values and morals that should be promoted by those involved in delivering sex and relationship education. The **FPA** facilitated an event that brought together a group of people from diverse cultures and faiths that agreed the values below. After discussion with the relevant parties concerned we at Boldon School, decided these were the values we wanted incorporating into our SRE policy. We hope these values will guide our young people's decisions, behaviour and judgement, during adolescence and their adult lives.

- A respect of self.
- A respect for others.
- Self discipline regarding their sexuality.
- Non-exploitation in sexual relationships.
- Commitment, trust and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.

- A development of critical self-awareness for themselves and others.
- An exploration of the rights, duties and responsibilities involved in sexual relationships.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.

## Rationale

It is probably pertinent at this point to stress that the SRE programme will be delivered in a sensitive and pupil-needs centred way. We acknowledge from the outset that, if this programme is to be successful, we need to create an atmosphere where students feel comfortable and safe. As directed, the programme will stress the values of family life and explore the benefits of meaningful, lasting and loving relationships between consenting partners. However, we also need to have a realistic perspective and acknowledge that many young people are sexually active in relationships that would not necessarily be described by some as 'meaningful, lasting and loving'. We feel strongly that the programme will be doomed to failure if it is based on some romantic notion of how we would like society to be rather than facing up to the realities of modern society and the existence of a teenage culture with its own value system.

However we also feel that it is of vital importance for the school, through the medium of the PHSCE framework, to guide and advise our young people, and to make them aware of peer group, social and media pressures.

## Why do we need to provide SRE in schools

- Children and young people say that they want to learn more about sex and relationships.
- Parents say that although they want to talk to their children about sex and relationships, they want the school to help them.
- It is a legal requirement for schools to provide SRE.
- Evidence shows that SRE:

- Can make a positive contribution to children and young people's personal and social development;
- Can help to prevent negative health outcomes such as unintended pregnancies and sexually transmitted infections.

## **Children and young people want to learn more about sex and relationships**

Young people tell us that their sex education is too little, too late and too biological and does not address the broader emotional, moral and social issues. They tell us that they would like opportunities to discuss issues such as abortion, homosexuality and menstruation. They tell us they are often ill prepared for relationships and would like the opportunities to think about peer pressure that can lead to unwanted sex, and its consequences. They also want to discuss feeling and real-life dilemmas. There is also a general feeling from boys that their needs have not been addressed; similarly some young men and women from ethnic minorities feel that SRE is based on a set of stereotypes and assumptions. We also need to bear in mind the students with learning difficulties; we have a duty to ensure that these young people's needs are addressed equally and fully within our SRE teaching.

## **Parents want schools to provide SRE**

94% of parents in a Health Education Authority/NFER survey support school-based SRE. Less than 1% chooses to withdraw their children from SRE. Schools which work in partnership with parents in developing SRE policy and programme of work have found this to be effective in allaying parental fears about the content of SRE.

## **SRE in schools is a legal requirement**

The Sex and Relationship Education Guidance (2000) is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of SRE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children;

- Young people are protected from teaching and materials that are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

The 1996 Education Act consolidated all relevant previous legislation.

In summary:

- The sex education elements contained in the National Curriculum science orders are mandatory for all pupils of primary and secondary age. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction;
- All schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum science order. It is the School Governors' responsibility to ensure that the policy is developed and made available to parents for inspection.

Secondary schools are required to provide a SRE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.

- Parents have the right to withdraw their children from SRE provided outside National Curriculum Science. They cannot withdraw their children from National Curriculum subjects.
- SRE contributes to preparing pupils for the "opportunities, responsibilities and experiences of adult life "and shall " take such steps as are reasonably practical to secure that where SRE is given to any registered pupil it is given in such a manner as to encourage, those pupils to have due regard to moral considerations and the value of family life.
- Section 28 of the Local Government Act (1988) does not apply to schools.

## **The evidence base for SRE**

- High quality SRE, when linked to confidential sex advice services, is shown to delay the start of sexual activity.
- School based SRE contributes to meeting government public health priorities, such as achieving a reduction in teenage pregnancy rates and prevalence of sexually transmitted infections (STIs) including HIV.

- SRE that aims to prevent unwanted pregnancy or sexually transmitted infections should be initiated early, before patterns of sexual behaviour are established.
- Effective SRE offers an open and accepting attitude towards sex and sexuality.
- Young people need to be involved in their own learning; the use of active and participatory learning is therefore important in SRE.

## What is sex and relationship education?

It is a lifelong learning about physical, moral and emotional development; it is also about the understanding of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and moral health. It is not about the promotion of sexual activity or sexual orientation – this would be inappropriate teaching.

## Setting the policy in context

The following points are highlighted in the DFEE's document SRE Guidance and are considered good practice:

- 1) Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. SRE needs to be firmly rooted within a PSHCE framework;
- 2) A successful SRE programme will aid young people to respect themselves and others and to move with confidence from childhood through adolescence into adulthood;
- 3) The new guidance will equip pupils with the skills and understanding they need to live confident, healthy and independent lives, it will enable pupils to deal with difficult moral and social questions;
- 4) Pupils should be taught about the nature and importance of marriage for family life and bringing up children; however the Government realises that there are strong and mutually supportive relationships outside marriage, but the guidance stresses that pupils should learn the significance of marriage and stable relationships. However, care needs to be taken that no child is

stigmatised because of their home circumstances;

- 5) Pupils should be empowered to appreciate difference and respect themselves and others in order to prevent and remove prejudices. Students should understand human sexuality, the benefits of delaying sexual activity and learn about obtaining appropriate advice on sexual health;
- 6) SRE should contribute to the spiritual, moral, cultural and physical development of pupils;
- 7) The principal underlying good practice is that effective SRE is best achieved through a whole school approach, which ensures that the school's policy is appropriately set for the age and the maturity of its pupils. This includes:
  - Giving staff appropriate training;
  - Ensuring that pupils' views are listened to.

## **Sex and Relationships Education and the PSHCE and Citizenship Framework**

The Personal, Social and Health Education and Citizenship framework was published last year. It is the first time that there has been a national framework through which to deliver PSHCE and Citizenship. At Key Stages 1 and 2, PSHCE and Citizenship are non-statutory and at Key Stages- 3 and 4, PSHCE remains non-statutory whilst Citizenship becomes statutory. There are 4 strands to the framework:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing to play an active role as citizens;
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

This clearly provides a useful structure through which to deliver SRE across the key stages. Below are offered some summaries of how SRE can be interpreted within National Curriculum Science and the PSHCE and Citizenship framework. Delivering SRE, within this broad, holistic framework would clearly

contribute towards meeting the criteria outlined above for the National Healthy School Standard.

## Key Stage 3

The Science Curriculum requires that pupils know and understand:

- The physical and emotional changes that take place during adolescence;
- Human reproduction, including the menstrual cycle and fertilization;
- How the growth reproduction on of bacteria and the spread of viruses can affect health.

To support young people through adolescence, SRE will be further developed through PSHCE. By the end of Key Stage 3 pupils should have continued to:

- Develop the whole range of personal and social skills needed for relationships with family and friends and to discuss relationships;
- Be able to recognise abuse and risk, and resist unwanted pressure;
- Be able to recognise, express and manage emotions including loss caused by change, divorce and separation;
- Know how to ask for help and seek advice from the appropriate services.

They should also know and understand:

- How relationships affect well being;
- How family life including marriage supports the upbringing of children;
- Aspects of sexual health including contraception, STIs and HIV;
- How the media affects attitudes and public opinion;
- The law affecting sex and young people;
- The significance of cultural and religious beliefs on all aspects of sexual health.

## Key Stage 4

The Science Curriculum requires that:

- Children and young people are aware of sex hormones and how sex is

determined in humans.

Further preparation for adulthood will be delivered through PSHCE and Citizenship. By the end of Key Stage 4, pupils should have:

- Developed a confidence in their personal and social skills;
- Be able to demonstrate assertive skills and an ability to discuss a range of moral, social and cultural issues such as age of consent, fertility treatment, abuse and exploitation, contraception and abortion.

They also know and understand:

- How contraception works and where to get advice;
- STIs, including HIV and safer sex;
- How risk taking affects sexual health and well being;
- How alcohol and drug use can affect risk taking;
- The law affecting young people and sex;
- The range of advice and support in the local community and nationally.

They should also have had opportunities to think about sexual identity; the consequence of sexuality activity and relationships; values and how they affect behaviour; and the benefit of stable relationships, including marriage and family relationships, on parenting and bringing up children.

## Content

SRE provides knowledge, and encourages the acquisition of skills and attitudes that will allow pupils to manage their lives in a responsible and healthy way.

### Knowledge and Information

Key Stage 3 - Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, HIV/AIDS, safer sex, helping agencies, sex and the law, life stages.

Key Stage 4 - Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, different

faiths and cultures.

### **Values and Beliefs**

As well as knowledge and information pupils will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- Respect and valuing of themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the school, their family and the wider community.

### **Skills and Abilities**

Pupils will be helped to develop the following skills:

- Communication including the making and keeping of relationships;
- Assertiveness;
- Decision-making;
- Recognising and using opportunities to develop a healthy lifestyle.

## **Organisation**

At the time of writing SRE is delivered in pastoral time by form tutors supported by outside agencies. It may be possible that, in the future, 'specialist' staff on a carousel basis could deliver sex education. PLEASE SEE APPENDIX 3 FOR DETAILS REGARDING TEACHING AND ORGANISATION.

It is also delivered through:

- The Science and RE curriculum;
- Addressing moral and ethical issues that may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.

## Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.

## Pupil Groupings

- Mixed ability, mixed gender.
- In response to student request, some sessions will be held in single gender groups.

## Specific Issues

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

**A. Confidentiality and Advice** – please see Appendix 6 for additional information

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support.

All adults will adhere to the following procedures:

1) Disclosure or suspicion of possible abuse:

- The school's child protection procedures will be invoked – person in-charge of child protection issues is Mrs E Cummings.

2) Disclosure of pregnancy or advice on contraception:

- It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Professional information and guidance will always be sought from a health professional.

The school will always encourage pupils to talk with their parents first:

- Pupils should be asked whether they can tell their parent(s) and whether

they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s). It will need to be checked;

- If pupils refuse to tell their parent(s) the adult should then refer them to a health professional;
- The adult should report the incident to the head teacher who will consult with the health professional about informing the parent(s).

NB When discussing a sensitive issue with parents it must be also be made clear that confidentiality cannot be guaranteed.

## **B. Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

C. As part of the SRE programme issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

## **D. Parental Rights**

- 1) Under the 1993 Education Act parents have the right to withdraw their children from sex education that is being taught outside the National Curriculum. Parents wishing to exercise this right are asked to make an appointment with the SRE Co-ordinator, Mrs L Newby, to discuss their objections, although they are under no obligation to do so.
- 2) Any complaint about the sex education curriculum should be made to the Head Teacher who will report to the Governors.

## **Monitoring and Review**

- 1) SRE will be monitored by the Curriculum Deputy Head, the Pastoral Co-ordinator and the Sex Education Co-ordinator; the Heads of Science and RE as well as the school nurse will also be consulted.
- 2) Tutors and students will complete an annual evaluation.
- 3) The full policy will be made available to all parents when their child enters

the school.

- 4) A nominated Governor will have a link role between the school and the Governing Body.

## **Dissemination of the Policy**

The SRE is in the school prospectus. The programmes of study are available on request to parents, the L.E.A. and OFSTED through the Head Teacher.

# APPENDIX 1

## SRE Pastoral Programme

<b>Unit of work</b>	<b>Appropriate Year</b>
Bodies and body image	Year 7
Puberty and periods	Year 7
Sexual language	Year 7
Contraception	Year 8
Sexuality and sexual behaviour	Year 8
STI's and HIV/Aids	Year 8
Families and parenting	Year 9
Relationships	Year 9
Rights, responsibilities and safety	Year 9
Sexual stereotypes	Year 9
Pregnancy and abortion	Year 10
Safer sex	Year 10
Help and helping services	Year 11

## APPENDIX 2

### SRE Checklist

	SRE as part of National Curriculum Science	SRE as part of PSHE: Attitudes and Values	Personal and Social Skills	Knowledge and Understanding
Key Stage 3	<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 others 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"> <li>• Negotiation skills</li> <li>• Decision making skills</li> <li>• Assertiveness skills</li> <li>• Listening skills</li> </ul> <p>Be able to recognise pressures from others, be able to resist this pressure and seek help</p> <p>Be able to discuss relationships</p> <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 and community 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</p> <p>Meaning of confidentiality in school and health settings</p>

Key Stage 4	<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 sexuality, contraception, abortion, the age of consent</p> <p>Have the skills to access local and national support</p>	<p>How different contraception 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>
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Citizenship	
Key Stages 3 and 4	<p>To participate in SRE policy and programme development and review.</p> <p>To consider the effect of national, regional, religious and ethnic identities on beliefs and attitudes to sex, relationships, gender and sexuality</p> <p>To be critically aware of the effect of messages imparted by the media about sex, relationships, gender and sexuality.</p> <p>To know about and understand the social, cultural and economic impact of HIV as a global epidemic</p> <p>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</p> <p>Develop the skills of empathy, respect and understanding in relation to sex, sexuality and relationships.</p> <p>Take responsibility for one's own sexual attitudes and behaviour</p> <p>Be able to express, understand and evaluate different views that people hold about sex, sexuality and relationships e.g. homosexuality, sex before marriage</p>

# APPENDIX 3

## Gateshead's Sex and Relationship Education Programme for Boldon School

**Lesson One:** To discuss the variety of relationships.

Title: Relationships and sexual relationships.

Aims: To explore attitudes towards sexual relationships.

To look at what makes a sexual relationship different and/or special.

To explore the expectations and pressures placed upon young people before and during sexual relationships.

To look at appropriate and inappropriate sexual relationships.

### **Lesson Two**

Title: What is Sex?

Aims: To explore ideas of sex and the variety of experiences, feelings and associations individuals have.

### **Lesson Three**

Title: Body Parts 1 and 2

Aims: To clarify knowledge of body parts and language used.

To establish what we mean by sex.

To look at sex in terms of the law.

To identify risks and risk reduction associated with sex.

### **Lesson Four**

Title: Contraception.

Aims: To clarify issues concerning condoms and femidoms.

To clarify emergency contraception.

### **Lesson Five**

Title: Young women's session – part 2

**Aims:** To provide young women and young men with space and time to look at issues pertinent to them.

### **Lesson Six**

**Title:** Abortion and the law

**Aims:** To clarify issues regarding litigation and to present the various view points on this controversial and contentious issue.

### **Lesson Seven**

**Title:** Non Penetrative sexual acts.

**Aims:** To make young people aware of the diversity of non-penetrative sexual acts and to encourage them to value such activities.

### **Lesson Eight**

**Title:** Risk Exercise

**Aims:** To look at and discuss perceptions of risk.

### **Lesson Nine**

**Title:** Responsibility and negotiation – ‘ Sort It’ video.

**Aims:** To explore the notion of responsibility in relation to one's self and others.

To explore the barriers and aids in negotiation.

**NB. Throughout the programme evaluation will be continuous. Indeed the Gateshead team constantly review and update their lesson plans in the light of student response.**

## **Agreed principles for Sex Education Team**

- The national and local context is important. The Education Act 1993: Sex Education in Schools, National Curriculum Guidance 5, Health Education, LEA Policy Guidelines and School Sex Education Policies, all need to be considered. The team, through its principles of sharing of methods, will support each other in working with the various guidelines.
- Sex education should be positive, inclusive and non-discriminatory.
- Sex education should be accessible to, and not exclude individuals on the

basis of gender, sexual orientation, religion, race, culture, ability and socio-economic background.

- Sex educators should have a realistic and positive approach.
- The sex education programme should promote on-going support for teachers and young people following the package.
- The team recognises that embarrassment is a key issue in this area for young people, parents, teachers and others, and that teaching methods will reflect this.
- Individuals have a right to sex education, and should be able to influence and have a direct input into sex education.
- Gender, sexuality and equality issues must be explored, acknowledge and addressed.
- Sex education should recognise that young people are influenced by many factors including environment, culture, media and peer pressure.
- The learning environment is important and should enable individuals to feel comfortable, safe, and able to discuss issues.
- Developing self-esteem, assertiveness, personal responsibility, negotiation skills and correct information are essential aspects of sex education.
- It is important to be aware of, and work within, child protection issues and guidelines.

## **Sex Education support package for secondary schools**

### **Aims**

- To enable young people to be sexually healthy.
- To reduce Gateshead and South Tyneside's high level of unintended conceptions.
- To promote positive good quality sex education for young people.

### **Objectives**

- To support secondary schools in their sex education programmes by

offering a package to link in with their Personal Social Education.

- To develop the sex education package alongside teaching staff and young people based on evidence of good practice.
- To establish a trained team of health and community education professionals who have skills and experience in working with young people in key areas of sex education.
- To provide support for teachers and young people following the delivery of the sex education programme.
- To develop a consistent approach from professionals.
- To offer the package as a pilot to 3 or 4 schools.

## Supporting School Sex Education

### Priorities for HIV and Sexual Health Promotion Service 1999/2000

- 1) Coordinate secondary schools pilot sex education project.
- 2) Coordinate non-medical condom clinics, including those linked to schools.
- 3) Support Gateshead LEA's Action Plan to reach Strategy/HIMP targets by:
  - Attending Head Teacher meetings.
  - Providing training - policy
    - Curriculum
  - Providing classroom support in sex education (outside of Pilot programme).
  - Supporting sex education programme in Shipcote Centre.
  - Provide advice/guidance where relevant.
  - Ensuring education representative at MASH.
  - Support schools at point 3 of Healthy School Award.
- 4) Coordinate Theatre in Education to young people including schools.
- 5) Negotiate support required by South Tyneside LEA to meet Sexual Health Strategy Targets.
- 6) Coordinate HIV and Sexual Health Promotion Service input into schools,

including new post of Men's Sexual Health Promotion Worker, and also Education Officer and Existing Men's Sexual Health Promotion Workers.

- 7) Ensure sexual health work with schools is carried out in the context of holistic health with a focus and emphasis upon confidence building, self-esteem, communication skills, and negotiation skills.
- 8) Extension of Parent's Project if recommended following evaluation.
- 9) Circulation of relevant information to schools and attendance at appropriate meetings.
- 10) Coordinate HAZ bid for mobile service, which would link to some schools, if successful.

# APPENDIX 4

## Teaching Strategies

We believe that SRE is best taught using active and experiential learning; the use of such teaching methods allows young people to practice skills, use their knowledge and understanding, explore and exchange views. The following teaching strategies will be used to support active learning.

- Sharing ideas.
- Discussion.
- Listening exercises.
- Case studies and scenarios.
- Trigger drawings, storyboards, and photographs as a basis for problem solving, role-play and discussions.
- Videos and films.
- Questionnaires and quizzes.
- Story telling.
- Values continuums.
- Role-play.

# APPENDIX 5

## Teaching and Organisation

At present the SRE programme is delivered in the following ways:

- Year 7 Tutors plus Helen Pearce from Always
- Year 8 Gateshead Sexual Health and HIV team
- Year 9 Tutors
- Year 10 Tutors
- Year 11 Tutors

In addition, the Biology and RE department also has an input. However, this may change as the Gateshead team are now looking to substitute half of their team with staff from Boldon. These staff will receive training and will 'shadow' the 2002/2003 team before taking over in 2003/2004. We are very aware that some staff is not comfortable dealing with SRE, but we are anxious to have as many fully trained staff as possible.

**For actual programmes of study and resources used in Boldon by the Gateshead team and Boldon staff, please see appendix 1.**

SRE will be taught within the Personal, Social and Health Education and Citizenship framework that was published in 1999. It has 4 broad themes and aims to support the personal and social development of children and young people:

- Develop confidence and making the most of their activities;
- Prepare to play an active role as citizens;
- Develop a healthy, safer lifestyle;
- Develop good relationships and respect difficulties between people.

To be effective, SRE needs to incorporate the 3 main elements of:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

Schemes of work will:

- Specify aims and intended learning outcomes;
- Ensure continuity and progression;
- Consider differentiation for gender, faith and ability;
- Provide opportunities for self-assessment;
- Meet statutory requirements where appropriate;
- Ensure a range of differentiated teaching strategies to meet different learning styles;
- Offer advice on how to choose resources.

Teaching strategies - please see Appendix 2.

# APPENDIX 6

## Confidentiality Policy

As teachers we can:

- Provide young people with advice regarding contraception and the availability of health services.

As teachers we should:

- Encourage young people to discuss their sexual behaviour and needs with their parents/carers/health professionals.

As teachers we cannot:

- Ensure confidentiality - if you feel a student is at risk of physical or sexual abuse you are duty bound to inform the Head Teacher who will initiate child protection procedures.

In case of disclosure we should:

- Explain to students why confidentiality has to be broken and what the next step will be;
- Reassure the students that their best interests will be maintained at all times;
- Inform students about accessing sources of confidential support and information.

As teachers we can:

- Disregard section 28, as it does not apply to schools.

The following paragraph is a legal experts interpretation of our position regarding confidentiality:

Accordingly a teacher approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour should, wherever possible, encourage the pupil to seek advice from his or her parents, and, if appropriate, from the relevant health service professional (e.g. the pupil's GP or the school doctor or nurse). Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of

conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances, the teacher should inform the head teacher. The head teacher should arrange for the pupil to be counselled if appropriate and, where the pupil is under age, for the parents to be made aware, preferably by the pupil himself or herself (and in that case checking that it has been done). Whether the specialist support services (including school health professionals) or the local education authority should also be involved will depend upon the particular circumstances involved and the professional judgement of staff.

## Additional Governmental Guidance Regarding Child Protection Issues

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have the right to expect us to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. The main recommendations of Circular 10/95 are that:

- All staff should be alert to signs of abuse and know to whom they should report their concerns or suspicions;
- All schools and colleges should have child protection policies, which should include procedures to be followed if a member of staff is accused of abuse.

## Confidentiality and External Agencies

Broadly speaking whilst working on a one to one level, external agents are governed by their own professional confidentiality policy; however in a classroom situation they are bound to follow the school's policy.

This confidentiality policy needs to be considered in the context of the following policies:

- 1) Child Protection. Teacher in charge Mrs E Cummings.
- 2) School Age Mothers. Heads of Year, liaison officer – Mrs E Cummings.

## APPENDIX 7

### Revised SRE Programme for 2004/2005

- Year 8:** 3 x 1 hour sessions with each group, teacher present.  
6/13/20 October 2004.
- Year 9:** Hopefully a theatre-in-ed production.  
To be confirmed by end of term.
- Year 10A:** 1 x 1 hour single gender sessions with each group  
4 groups one week, 4 groups the 2nd week.  
15/22 September 2004.
- Year 10B:** 9 week accreditation course.  
From 12/19/26 January 2005, 2/9/16 February 2005, 2/9 March 2005.
- Year 11:** 4 weeks, each group 1 x 1 hour session, 2 groups per week.  
19/26 January 2005, 2/9 February 2005.