

Bradford Grammar School

Sex and Relationships Education (SRE) Policy

This policy applies to the whole school. Issued 22 September 2016

1. Introduction

1.1 The School understands its obligation to provide effective and up-to-date SRE for its pupils, in accordance with the Department for Education SRE Guidance (July 2000), the Education Act 1996 (sections 403 and 405), the Education Act (2002) and the House of Commons briefing paper SRE in Schools (no. 0613, December 2015).

The School recognises that SRE plays a vital part in meeting its safeguarding obligations. This policy aims to define SRE and describe how it is provided and who is responsible for providing it. It includes information about parents' right to withdraw their son/daughter from SRE. It will be reviewed regularly.

2. Definition and context

2.1 "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." (Sex and Relationships Education Guidance, DfE 0116/2000).

2.2 It has three main elements:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity until an appropriate age and the benefits to be gained from doing so
- The avoidance of unplanned pregnancy.

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.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect, and 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.

3. Aims

3.1 SRE aims to help students to understand the facts about sex and sexuality, to develop self-esteem, respect for others and to build self-confidence in decision making. The development of their self-esteem is central; young people who feel positive about themselves are more likely to develop happy and caring relationships.

3.2 SRE provision at BGS aims to:

- Provide students with accurate and up-to-date information about SRE topics
- Develop their confidence in asking questions without embarrassment, communicating within discussion and reflecting on their feelings about SRE topics
- Develop knowledge and understanding about puberty, reproduction and sexuality
- Develop positive attitudes, strong moral values, self-respect and self-esteem
- Ensure students understand the law on sexual behaviour, consent and abuse
- Develop an understanding of the importance of respect, trust and love in relationships
- Encourage an understanding of the perspectives of different genders and sexualities
- Develop a sense of responsibility and an awareness of the consequences of one's actions in relation to sexual activity
- Provide students with information about different types of contraception, safe sex and how to access further advice and treatment
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Challenge discrimination based on sexual orientation and gender and equip pupils to address sexist or homophobic bullying
- Correct misunderstandings and counteract myths drawn from the media and their peers
- Link SRE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Develop an awareness of the dangers of sexual exploitation on the internet
- Seek information and advice when they need help.

3.3 The School aims to provide SRE which is inclusive and meets the needs of all students.

Special Educational Needs and Disability (SEND): Some students may have learning, emotional or behavioural difficulties or physical disabilities which result in particular SRE needs. Delivery of SRE will be differentiated where necessary to address the needs of these students, enable them to access the content of SRE and ensure inclusivity.

Sexuality: Some students may define themselves as LGBT (gay, lesbian, bisexual or transgender) or may have LGBT family members or friends. The School's approach to SRE will include sensitive, honest and balanced consideration of sexuality. Students will be encouraged to be understanding of others' sexual identity. Pastoral, medical and counselling support will always take account of the needs of LGBT students.

Cultural background: The School recognises that students from some minority ethnic or religious backgrounds cannot rely on their parents to talk to them about sex and relationships, and therefore rely upon school as their main (or only) source of sex education. The School will strive to deliver SRE in a culturally appropriate and sensitive way.

4. Working with parents

4.1 Parents will be notified when students are due to receive their formal sex education lessons. They will be offered the opportunity to discuss the lessons with the Head of PD, and they will be given the option to withdraw their children if they wish to do so, on religious or moral grounds. Parental objections will be treated with sympathy and respect, and the school will work with parents in order to overcome any specific difficulties. Any parent who decides to withdraw their child from a sex education lesson should inform the Assistant Head (Pastoral) of their decision in writing.

5. Content

5.1 SRE is primarily delivered through the Personal Development programme, taught by specialist teachers, form tutors, the School Nurses and occasional visiting speakers. Additionally, sex education is covered within the Biology schemes of work, and questions of moral and ethical codes are covered in the Religious Studies schemes of work. It is expected that in other areas of the curriculum, particularly in English and the Humanities, there will be further opportunities to discuss and reflect on SRE themes.

5.2 The table below outlines the topics covered in our PD programme.

	Title	Content
Years 5 & 6	Starting your periods <i>(girls only)</i>	Practical advice and reassurance about starting menstruation
Year 6	Puberty <i>(a talk from the School Nurses)</i>	What puberty involves for boys and for girls
Year 7	Friendships	Focus on the qualities of a good friendship Information about where pupils can seek support
	Friendships	Focus is on addressing different friendship scenarios using circle time. Resolving arguments and conflicts with friends

		Addressing what constitutes someone being a good friend including how to define trust.
	Puberty	Physical changes at puberty Emotional changes at puberty Similarities and difference between males and females Hormones being the cause of change How to deal with change Where to find support Introduction to relationships and sexting
Year 8	Relationships <i>(a talk from the School Nurses)</i>	What is a good and bad relationship? Emotions and friendship (scenarios). Who to turn to for help and advice? (presentations) Sexting (video)
	Safe on-line	Positive aspects of online talking and messaging Identifying inappropriate and risky situations Rules for safe online messaging and how to deal with uncomfortable online situations Awareness of the laws relating to online communications and activities (including sexting)
Year 9	UR Choice programme	Puberty Good relationships Sexting What is sex? Dealing with pressure Communication Consent Relationship stages Condom demonstration Support services
	Self-esteem	What is meant by "self-esteem"? Strategies and where to find support. Awareness of the signs of low self-esteem (and depression)
Year 10	STIs and Contraception <i>(a talk from the School Nurses)</i>	How to stay safe and responsible for your own health. Contraception (short-acting, long-acting and emergency) Viral STIs (hepatitis, herpes, HIV, AIDS) Bacterial STIs (chlamydia, gonorrhoea, syphilis) Where to get help if you think you have an STI.
	Consent	What makes a good relationship? Where does pressure to have sex come from? Understanding consent: "It's ok to say no!" Deciding when it is right to have sex Good reasons to wait.
	Decision Making (PD afternoon)	FGM Marriage, civil partnerships and forced marriage Honour based violence Pornography Gender identity and sexual orientation Homophobia and sexism and the need to challenge it

5.3 Additionally, the Year 8 Biology scheme of work covers human reproduction and basic contraception (condoms and the pill), including:

- Male and female reproductive systems
- Changes in Adolescence (in the uterus and ovaries; hormones)
- Fertilisation, pregnancy and birth
- Contraception (condoms and the pill).

5.4 The Year 11 Biology scheme of work includes human reproduction again, but in more detail, covering:

- structure and function of male and female reproductive systems
- roles of oestrogen and progesterone in the menstrual cycle
- role of the placenta in the nutrition of the developing embryo
- protection of developing embryo by amniotic fluid
- roles of oestrogen and testosterone in the development of secondary sexual characteristics.

5.5 Biology is part of the core curriculum at Bradford Grammar School up to GCSE, so every student will be taught these topics.

5.6 All teachers delivering aspects of the SRE programme are supported in doing so by the Head of PD, who is responsible for developing and resourcing the core aspects of this curriculum, and the School Nurses. The Head of PD, working with the Assistant Head (Pastoral), is responsible for ensuring the delivery of the curriculum outlined above, ensuring that relevant topics are included in the schemes of work and ensuring that appropriate and relevant issues relating to on-line safety are included.