

Tanfield School

Specialist College of Science & Engineering



SEX AND RELATIONSHIPS EDUCATION POLICY

Date policy approved/adopted	October 2016
Next review date	June 2017
Approved by:	
Head teacher signature	
Governor signature	
Student representative	
Version	2



1. This policy was developed in response to:

- Sex and Relationship Education Guidance DfES 2000;
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century 2013;
- Equalities Act 2010;
- Not Yet Good Enough: Personal, Social Health and Economic Education in Schools, (Ofsted 2013);
- Life Lessons: PSHE and SRE in Schools: Fifth Report (House of Commons Education Committee 2015).

This policy should be considered alongside the following:

- E-safety documentation;
- Anti-bullying Policy;
- The School Offer;
- “Keeping Children Safe in School” – our safeguarding policy (including child sexual exploitation);
- Equality Policy.

These policies and other documents are available online on the School website.

In addition, the appendices to this policy also contain the summary “Advice for schools: Responding to & Managing Sexting Incidents” from Digitally Confident online at www.digitallyconfident.org . (Appendix A)

2. The Consultation Process has involved:

- Student focus groups/school council, including a pupil audit. The questions asked and results of the audit are included in Appendix B;
- Consultation letters to parents/carers, including a follow-up questionnaire;
- A tutor team audit to cover how we deliver SRE;
- Review of SRE curriculum content with staff, students and parents/carers;
- Consultation with wider school community, e.g. school nurse, DCC Education Development Service;
- Consultation, agreement and implementation with of policy by school governors.

The Policy has been reviewed throughout 2015/16 and updated during September 2016.

A detailed action plan has been created and is under continual review. The action plan is included as an appendix to this policy. (Appendix C)

3. What is Sex and Relationship Education?

Sex and Relationship Education is lifelong learning about emotions, relationships, sexual health and ourselves. Good quality Sex and Relationships Education (SRE) is mindful of young people’s early experience and is based on their development and expressed needs. It provides consistent messages, is ongoing and progressive, and supports children and young people’s confidence as

they move from childhood to adulthood. It helps them understand themselves, negotiate their relationships and prepares them for adulthood.

Tanfield School believes that SRE should:

- Provide ongoing, truthful and honest information in a non-judgemental way, in a relaxed and confidential setting;
- Be focused on the positive and negative aspects as part of an ongoing programme;
- Encourage young people to make informed decisions;
- Include working in partnership with parents and carers.

It is a legal requirement for schools to provide Sex and Relationships Education.

The Sex Education elements contained in the National Curriculum Science Orders are mandatory and for all students. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction. Outside of the Science Curriculum, secondary schools are required to provide an SRE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.

All schools must provide an up to date policy which describes the content and organisation of SRE provided outside the Science Curriculum.

4. Principles and Values

In addition Tanfield School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all pupils;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families, those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views. We are aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

There are three key and closely inter-related elements to SRE, covered by the term 'ASK':

1. A - exploring attitudes and values
2. S - developing life skills
3. K - acquiring knowledge and information

A - Attitudes and Values

By exploring and challenging attitudes and values, children and young people can be helped to develop a positive attitude to sexual health and well-being through:

- developing a positive values and moral framework that will support their decisions, judgements and behaviour, plus learning the importance of values, individual conscience and moral choices;
- gaining an understanding of the range of different social, cultural, ethnic and religious frameworks and their value systems, including learning the value and valuing family life, stable and loving relationships, and marriage;
- developing a critical awareness of value systems represented in the media and amongst peers, including learning the value of and demonstrating respect, love and care;
- recognising that prejudice, discrimination and bullying are harmful and unacceptable, by exploring, considering and understanding moral dilemmas;
- learning about the nurture of children;
- understanding that sexual intimacy involves strong emotions, and should involve a sense of respect for one's own and others' feelings, decisions and bodies;
- understanding that all rights have responsibilities and all actions have consequences ;
- recognising the value and right to active participation in their learning, and developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour.

S - Developing Life Skills

Young people are entitled to learn and practice key life skills which should include:

- emotional skills – managing emotions confidently, developing self-respect and empathy for others, building emotional resilience and resourcefulness, developing independence of thought and behaviour;
- social skills – developing and maintaining relationships with others, taking responsibility for their own and others' emotional and sexual health;
- communication skills – learning to participate effectively, to listen and ask questions, express emotions, give opinions, challenge and to be challenged;
- negotiation skills – resisting peer pressure and inappropriate advances, ensuring that they get what is best for them, managing and resolving conflict, asking for what they want and not pressurising others;
- developing positive self-esteem and confidence, making informed choices with an absence of prejudice, and developing an appreciation of the consequences of choices made;
- practical skills – caring for self and others, accessing support and advice;

- decision making skills – managing real life dilemmas, assessing risk, making informed choices and being able to act on them.

K - Knowledge and Understanding

Young people are entitled to clear and relevant information which is accurate and non-judgmental. The content of SRE should address:

- what young people know already;
- what young people say they need;
- the emotional, biological, legal, social and cultural aspects of growing up, sexual development, sexual behaviour, sexual health, sexuality and gender identity, including spiritual development, at appropriate stages;
- learning about contraception and the potential consequences of unprotected sex, e.g. unintended pregnancy, young parenthood, abortion, and sexually transmitted infections, including HIV;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the effect and impact of ignorance, prejudice, discrimination and stigma
- the advice and confidential support available to children and young people including leaflets, websites, help-lines and other health and support services e.g. the School Nurse Drop-in
- how they are able to participate in their own learning

5. Aims and Objectives

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships;
- Understand the true meaning of consent;
- communicate effectively by developing appropriate terminology/language for sex and relationship issues;
- develop awareness of their sexuality and understand human sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves in a variety of situations;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships, active consent, sexting and e-safety.

6. Organisation and Content of Sex and Relationship Education

SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

THS PHSE Curriculum Plan for 2016/17 is included in Appendix D.

Tanfield School will focus on the delivery of SRE, in the context of relationships, using a variety of formal and informal opportunities and strategies.

This will be achieved by:

- allocating designated time within the curriculum, either within the PHSE guidance programme or via occasional off-timetable experiences such as health days; and within Science lessons at KS3, and KS4;
- supporting the training needs of all staff who are expected to deliver SRE;
- working in partnership with the Local Authority, One Point Hub(including School Nurse, Youth Worker), parents, Education Health Needs(formerly Home & Hospital), Pregnant School Girls' Unit;
- Offering a young people's health drop-in with specialist health staff.

The content will be delivered by:

- establishing a safe learning environment in which open and non-judgmental discussions about relationships, sex, sexuality and sexual health can be held;
- developing a group agreement to ensure acceptable boundaries for discussion that safeguard young people and professionals;
- ensuring that one-to-one work also acknowledges the need for boundaries and supportive frameworks;
- respecting the privacy and confidentiality of young people within the boundaries of child protection, and informing young people of these rights;
- linking SRE to information about advice and support services that young people can access;
- using a range of strategies including health days and drop-in facilities;
- Much of the Sex and Relationship Education takes place within PSHE lessons, generally delivered by form tutors with support from professionals where appropriate.

Resources will:

- be age appropriate and up to date;
- avoid racism, sexism, gender and homophobic stereotyping;
- include positive images of a range of young people;
- encourage active and participatory learning methods.

The needs of children with special educational needs will be met by:

- policy and programme involvement for those who teach young people with SEN;
- consideration of the needs of each young person;
- consultation with appropriate people including parents;
- appropriate training for staff working with young people with SEN.

Practice reflection and review will be by:

- assessing what young people have learnt and understood;
- monitoring and evaluating the methods used to deliver SRE to ensure effective future planning (staff and student review).

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Gender, Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of gender, sexual orientation and identity, and answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

This policy should be read in conjunction with the school's Child Protection & Safeguarding Policy. Parents/carers can only withdraw young people from non-statutory parts of the curriculum. If a parent/carer wishes to withdraw their son/daughter, the young person would spend time with a Learning Mentor or Support Assistant.

9. Confidentiality and Safeguarding

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and wellbeing of a child. This should be made clear when forming the class Ground Rules or Group Agreement.

Young People under the age of 13

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to

indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact (formerly Social Care Direct), identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Young people between 13 – 16

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service .

All cases should be carefully documented including when a decision is taken not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Fraser Guidelines - It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

These procedures should be read in conjunction with the Durham LSCB protection procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'

10. Monitoring and Evaluation of Sex and Relationship Education

Both young people and adults involved will be fully engaged in evaluation of SRE. Lesson observation and student feedback will be an integral part of the review process.

It is the responsibility of the Coordinators of Learning to oversee and organise the monitoring and evaluation of PSHE within their respective year groups, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors' Policy Scrutiny Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationships Education Policy

From September 2015, Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development and quality of provision.

Tanfield School

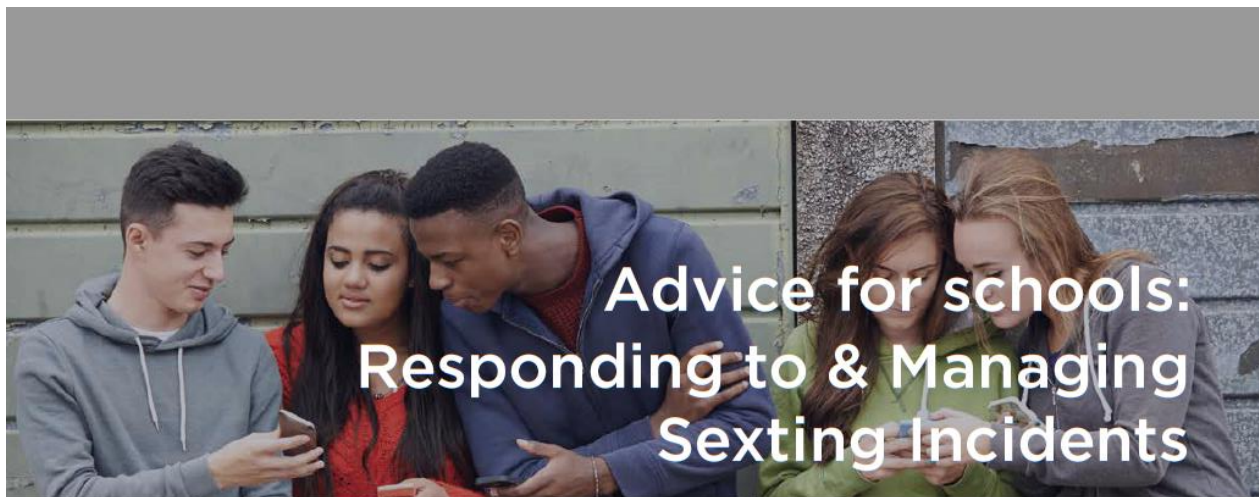
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SEX AND RELATIONSHIPS EDUCATION POLICY

Appendix A:

Advice on Responding to & Managing Sexting Incidents



Context

With the rise of sexting incidents involving young people, this guidance aims to help schools identify sexting incidents, manage them and escalate appropriately.

For School Staff

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.



Step 1:
If a device is involved - confiscate it and set it to flight mode or, if not possible, switch it off.



Step 2:
Seek advice - report to your designated safeguarding lead via your normal child protection procedures.

For the Designated Safeguarding Lead

Record all incidents of sexting, including both the actions you did take as well as the actions you didn't take and give justifications. In applying judgement to each incident, consider the following:

- Is there a significant age difference between the sender/receiver involved?
- Is there any external coercion involved or encouragement beyond the sender/receiver?
- Do you recognise the child as more vulnerable than usual i.e. at risk?
- Is the image of a severe or extreme nature?
- Is the situation isolated or has the image been more widely distributed?
- Have these children been involved in a sexting incident before?
- Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

If any of these circumstances are present, then do escalate or refer the incident using your normal child protection procedures. This includes reporting to the police.



If none of these circumstances are present, then manage the situation accordingly within the school and without escalating to external services. Record the details of the incident, action and resolution.



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When in doubt or if you need further advice please ring our Professionals Online Safety Helpline on: 0844 381 4772

Responding to Sexting

In light of comments in September 2015 from the National Police Chief Council's lead on children and young people who said, "if a school chose to take an incident to the police, then officers must record the crime", we have updated our advice on how schools should manage incidents of sexting.



For Staff

If you have a report of (or you suspect) a sexting incident

Remember: intimate sexting images are typically considered to be illegal images which is why incidents need very careful management for all those involved.

If a device is involved – secure the device and switch it off

Seek advice - report to your designated safeguarding lead officer via your normal safeguarding procedures

“Sexting doesn't just occur within, but also now happens prior to, a relationship
Prof A Phippen (2012)”

“16% of teenagers don't think naked images are inappropriate
SWGfL (2009)”



“Teenagers typically consider sexting to be 'mundane' and widely known about”

“Celebrity, media representations of body image and pornography all play a role in sexting”



¹Phippen, A. (2012) Sexting: An Exploration of Practices, Attitudes and Influences. (<https://www.nspcc.org.uk/globalassets/documents/research-reports/sexting-exploration-practices-attitudes-influences-report-2012.pdf>)
²http://ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO_Lead_position_on_Self_Take_n_Images.pdf



Managing Sexting Incidents

In light of comments in September 2015 from the National Police Chief Council's lead on children and young people who said, "if a school chose to take an incident to the police, then officers must record the crime", we have updated our advice on how schools should manage incidents of sexting.



“
If you have a report of (or you suspect) a sexting incident
”



Designated Safeguarding Lead Officer

Sexting among children and young people can be a common occurrence; where they often describe these incidents as 'mundane'. Children, involved in sexting incidents, will be dealt with (by the police) as victims as opposed to perpetrators (unless there are mitigating circumstances).

Record all incidents of sexting. This includes both the actions you did take together with the actions that you didn't take, together with justifications.

In applying judgement to each sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual (ie at risk).
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances).

If these characteristics present cause for concern, then escalate or refer the incident using your normal safeguarding procedures.

If these characteristics do not present cause for concern, then manage the situation accordingly, recording details of the incident, action and resolution.

¹Phippen, A. (2012) Sexting: An Exploration of Practices, Attitudes and Influences. (<https://www.nspcc.org.uk/globalassets/documents/research-reports/sexting-exploration-practices-attitudes-influences-report-2012.pdf>)
²http://ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO_Lead_position_on_Self_Taken_Images.pdf



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Appendix B: 2016 Pupil Audit and Results

SRE Questions for Students

Key Stage 3 Students

1. How does your school help you to understand different types of friendships and relationships (including **personal** relationships)?
2. What would good relationship and sex education look like in your school? (see boxes below to highlight key aspects)

Key Stage 4 Students

1. How does your school help you to understand different types of friendships and relationships (including **sexual** relationships)?
2. What would good relationship and sex education look like in your school? (see boxes below to highlight key aspects)

How to engage in meaningful and fulfilling relationships.	Enjoyable and positive things about sex – not just the negatives!	Changing feelings and emotions when growing into adulthood.	How to enjoy relationships unhindered and free from discrimination?
How to stand up for ourselves and be assertive in order to successfully deal with peer pressure.	The facts about contraception including opportunities to take part in practical demonstrations.	Taking risks and keeping safe (including e-safety /social media etc.)	How alcohol and drugs alter perceptions and affect decision making.
Opportunities to discuss about different types of friendships and relationships.	Rights and responsibilities in relationships such as sex and the law.	How to recognise an unsafe relationship.	How do we know when we are ready to have sex? If ever?
Pregnancy and the emotional consequences of becoming a parent or choosing adoption or termination.	Confidentiality / safeguarding	The biological aspects of sex and reproduction.	Sexuality and sexual identity.
Sexually transmitted infections and HIV + their prevention.	The emotional side of relationships including self-confidence and self-respect.	About pregnancy and the emotional aspects faced by young people when having a baby at an early age.	Financial issues faced by young people when having a baby at an early age.

How to develop good self esteem.	Dealing with loss and change in relationships.	Ways to show someone you love them without having sex.	Relationship /sexual violence.
Influences from society, friends and the media.	Sensuality and pleasure	LGB + T	Sexual Exploitation Grooming
Values and attitudes to Sex and Relationships from different faiths / cultures	Female Genital Mutilation (FGM)	Risk taking behaviours and links with others e.g. alcohol, homelessness	Gender Identity
Personal boundaries / CONSENT	Social norms in relation to sexual activity / sexual health	Signposting / access to services - e.g. in schools, clinics, GP's etc. including counselling, STI screening and LGB+T support.	

Relationship and Sex Pupil Voice Audit

Year 7	<ul style="list-style-type: none"> • How do we know we are ready to have sex? If ever. • How to develop good self-esteem. • How to engage in meaningful and fulfilling relationships. • LGB & T • Sexually transmitted infections. HIV etc. 	<ul style="list-style-type: none"> • How to recognise an unsafe relationship? • Alcohol and drugs perceptions. • Values, attitudes and faiths/cultures. • Different types of friendships/relationships. • Changing feelings and emotions.
Year 8	<ul style="list-style-type: none"> • How do we know when we are ready for sex? • How to engage in meaningful and fulfilling relationships • How to recognise an unsafe relationship • Different types of friendships/relationships • LGB and T 	<ul style="list-style-type: none"> • Alcohol and the perceptions of drugs • Different types of friendships/relationships • How to develop good self-esteem • Sexually transmitted infections • Values, attitudes and faiths/cultures
Year 9	<ul style="list-style-type: none"> • Personal Boundaries and Consent • Sexual Exploitation and grooming • LGB & T • How do we know we are ready for sex? • FGM • Financial Issues of having a baby 	<ul style="list-style-type: none"> • Sexual/Relationship violence • Gender Identity • How alcohol and drugs alter perceptions and decision making • Facts about contraception • Sexuality and sexual identity
Year 10	<ul style="list-style-type: none"> • How do we know we are ready for sex? • Personal Boundaries and Consent • LGB & T • Sexual/Relationship violence • Sexual Exploitation and grooming 	<ul style="list-style-type: none"> • Pregnancy and emotional consequences • How to recognise an unsafe relationship? • Gender Identity • STIs • Facts about contraception
Year 11	<ul style="list-style-type: none"> • How do we know that we are ready for sex? • LGB and T • Personal Boundaries and consent • Facts about contraception • How do we recognise an unsafe relationship? 	<ul style="list-style-type: none"> • Sexual Exploitation and grooming • Gender Identity • STIs • Sexual Relationships/violence • Pregnancy and emotional consequences

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Appendix C: 2016 SRE Action Plan

**Sex and Relationship Education (SRE), Action plan:
Tanfield School Specialist College of Science and Engineering
KD, DG, HN**

Quality Standard 1. A Policy is In Place	How this Standard Can Be Met	Actions following meeting DATE AY, LK
<p>Developing a clear policy provides an opportunity to consult with children and young people, parents and carers, community members and relevant professionals. The policy can explain how the teaching of Sex and Relationship Education is consistent with the ethos and values of the school.</p> <p>The SRE policy is developed in line with and is linked to other relevant policies. For example:</p> <ul style="list-style-type: none"> • Safeguarding • Confidentiality • Equalities • E-safety 	<ul style="list-style-type: none"> • There is an up to date SRE policy in place 	<p>Yes agreed June 2015 , reviewed June 2016, reviewed Oct, going to governors with appendix for planning for long term</p>
	<ul style="list-style-type: none"> • The policy reflects how SRE contributes to the schools ethos and values 	<p>Yes states rationale and beliefs</p>
	<ul style="list-style-type: none"> • The SRE policy is consistent with other policies such as safeguarding, confidentiality, equalities and guidelines for outsider visitors. 	<p>Yes – to be updated on website by September 2016</p>
	<ul style="list-style-type: none"> • The wider school community including children and young people, parents and carers, staff and governors are involved in the policy development. 	<p>Student voice informed the changes to the Scheme of Work. Parents informed of RSE review December 2016, follow-up with outcomes of July</p>
	<ul style="list-style-type: none"> • The policy is approved by the governing body 	<p>Yes annually</p>
	<ul style="list-style-type: none"> • The policy is reviewed as a minimum every 2 years 	<p>Reviewed yearly (last date 18/06/2015)</p>
	<ul style="list-style-type: none"> • The policy is made available to the school community and is published on the school's website. 	<p>Completed – updated on website before September 2016</p>
	<ul style="list-style-type: none"> • A statement regarding the schools approach to SRE is included in the school prospectus. 	<p>In school policy for September 2016</p>

**Sex and Relationship Education (SRE), Action plan:
Tanfield School Specialist College of Science and Engineering
KD, DG, HN**

Quality Standard 2. Leadership and Management	How this Standard Can Be Met	
<p>Leadership is key. The importance of SRE needs to be recognized by the Leadership and a senior member of staff designated as responsible.</p> <p>There should be a 'body of expertise' in SRE to support delivery</p>	<ul style="list-style-type: none"> There is a named senior member of staff responsible for SRE and this is in their job description 	<p>Mr Ian Thompson (SLT) Mrs Kersty Draycott (DSL)</p>
	<ul style="list-style-type: none"> There is a named designated school governor for SRE 	<p>Mrs McIlvaney (parent governor)</p>
	<ul style="list-style-type: none"> Senior Leaders explicitly state and demonstrate their support for high quality SRE 	<p>Weekly meetings 1/2 termly subject reviews Annually PSHE review – July CPD time given explicitly for SRE training KD part of SLT</p>
	<ul style="list-style-type: none"> The contribution SRE makes to children and young people' health and well-being is recognised, and SRE contributes to the wider duty of promoting well-being. 	<p>Quote from Ofsted report 6-7 Nov 2013</p> <p>Behaviour in lessons and around the school is good and students enjoy coming to school. The school has a strong ethos of care whereby teachers know, value and support students well. Students say they feel safe and cared for by teachers.</p> <p>The curriculum is well planned to meet students' needs and prepares them well for the next stages of their education. Provision for spiritual, moral, social and cultural development is a strength of the school and a key factor in students emerging as responsible young adults.</p>

**Sex and Relationship Education (SRE), Action plan:
Tanfield School Specialist College of Science and Engineering
KD, DG, HN**

Quality Standard 3. Staff Professional Development	How this Standard Can Be Met	
<p>Effective providers of SRE want to deliver the subject and are supported to do so through appropriate, high quality professional development. On-going CPD ensures that staff have specialised subject knowledge, the skills and confidence to facilitate participative learning and to manage personal boundaries.</p>	<ul style="list-style-type: none"> The continuing professional development of staff delivering SRE is identified and a plan is in place to meet these needs 	<p>Review ongoing – needs to be assessed following pupil voice audit and potential subjects to be addressed – planned meeting in summer term, 2 staff attended LGBT and 2 to attend Delay course in June, planning for in-house CPD for staff</p>
	<ul style="list-style-type: none"> All staff delivering SRE are provided with and are able to access appropriate and up to date CPD including external courses and networks. 	<p>CPD Needs audit to be carried out – spring 2 Training delivered to reintroduce RSE and highlight key areas (pupil voice) planning for in-house CPD for staff CPD dates 13/2/2016 and 27/3/2016 3.15-4.30pm</p>
	<ul style="list-style-type: none"> SRE CPD is identified in the CPD programme 	<p>2 staff attended LGBT and 2 to attend Delay course in June. Calendared for Summer term 2 (need to arrange with LK and MJ)</p>
	<ul style="list-style-type: none"> Schools commissioning or ‘buying in’ CPD are able to demonstrate that the provision is high quality, up to date and appropriate. 	<p>Sourcing CPD where available from LK and cascaded from key members of staff who have attended relevant county provided courses (KD, MF)</p>
	<ul style="list-style-type: none"> New members of staff are provided with PD as part of their Induction Programme 	<p>Tutors to be updated and CPD needs assessed as part of tutor team meetings (due to funding no new staff are expected) CPD dates 13/2/2016 and 27/3/2016 3.15-4.30pm Planned CPd as part of induction</p>

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Quality Standard 4. A Developmental Curriculum	How this Standard Can Be Met	
<p>Good quality provision starts early in childhood ensuring that children develop the language and skills to talk about SRE. A timetabled programme with clear learning outcomes ensures regular and repeated input that builds year on year.</p> <p>A well designed programme should make links with other topics such as alcohol and safety. Links with subjects such as English, Citizenship, RE, and 'themed topics' help provide a context for SRE.</p> <p>A good SRE programme should include age appropriate learning on more controversial and sensitive topics such as sexual consent, sexual exploitation, abortion, abuse, LGBT (lesbian, gay, bisexual and transgender issues), contraception, helping children and young people manage exposure to pornography, body image etc.</p> <p>The curriculum should be needs based using local intelligence and data and informed by the needs and wants of the audience</p>	<ul style="list-style-type: none"> SRE learning outcomes have been set that are appropriate to the age, development and ability of the children and young people in the setting. 	<p>Ongoing work with LK and MJ Yr 10, 11 Completed Yr 7 and 8,9 completed 3/10/2016, 12/10/2016</p>
	<ul style="list-style-type: none"> There is enough time allocated specifically for SRE within a programme 	<p>Calendared for Autumn 1 – 6 lessons</p>
	<ul style="list-style-type: none"> Teaching objectives balance; knowledge and understanding, exploring values and attitudes and developing skills. 	<p>Ongoing work on new SOW with LK – curriculum in place at the moment but changes being made in line with student voice and external agencies to be in place October 2016 6 lessons per year group planned to be taught in summer term 1</p>
	<ul style="list-style-type: none"> The content includes aspects of relationships, not just the biology. 	<p>Ongoing work on new SOW with LK Main focus will be on Relationships, self-esteem, and safeguarding. See long term plan for input from EB and Science department cover reproduction 6 lessons per year group planned to be taught in summer term 1</p>
	<ul style="list-style-type: none"> There is flexibility to respond to the changing needs of children and young people, for example new topics identified through question boxes or consultation. 	<p>Pupil voice audit in December 2015 leading to rewritten SOW and is reflected in the long term plan. Staff audit summer 2016</p>
	<ul style="list-style-type: none"> The curriculum includes opportunities for children and young people to explore SRE topics at home. 	<p>Consultation process with parents Dec 2015, Summer 1, Homework as part of SOW Summer 1 Added as an appendix to the policy for parents to reflect on. See QS8</p>

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	<ul style="list-style-type: none"> Schools, colleges and youth settings communicate to ensure curriculum progression between the settings. 	School nurse – to link up new champions in place Supports curriculum Transition with primary schools in summer term and relationships are discussed before Sept start
	<ul style="list-style-type: none"> Links are made with other subjects / issues so that learning is rich and relevant. 	Cross curricular links with Ethics and Beliefs, Science audit to be completed (Sept 2016) SMSC matrix mapped out by all depts. See long term plan (science)
	<ul style="list-style-type: none"> The biological aspect of school based sex education is adequately covered in science. 	As seen in Science SOW in line with Statutory duty – Liaise with new champion nurse
	<ul style="list-style-type: none"> The cultural and religious background of the children and young people is reflected in the curriculum. 	As seen in Ethics and Beliefs SOW
	<ul style="list-style-type: none"> Agreed and standardised language is used in relation to body parts and wider SRE topics 	Organised by COLs – group agreement Delivered by tutors and agreed within tutor groups
Quality Standard 5. Teaching and Learning and Resources	How this Standard Can Be Met	Links to Supporting Documents and Information
<p>A safe learning environment A safe learning environment that promotes open and non-judgmental is needed for every lesson. Use of a group agreement helps establish acceptable boundaries, promote respect for each other’s views and supports anti-discriminatory practice.</p>	<ul style="list-style-type: none"> Ground rules / group agreements are in use in SRE lessons / sessions. 	Agreed during tutor meetings. SOW developed upto Summer 2016 Tutors to lead classes. Summer Term 1 after staff CPD during spring term Reviews to September 2016
<p>Participative learning methods The knowledge and beliefs that children</p>	<ul style="list-style-type: none"> There is a welcoming, secure and friendly environment. 	Tutors are encouraged as part of whole school ethos and group agreements

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<p>and young people bring should be the starting point. Varied and interactive teaching methods should be used which give children and young people opportunities to express their own ideas, learn about the views of their peers and to reflect on discussions. Examples include activities in pairs and groups, games, class discussions and role play. Good quality learning is also fun!</p> <p>Good resources Well-chosen resources can enrich teaching and learning. Resources should be factually correct and up-to-date. They should portray positive images of a range of children and young people. Professionals must also be confident about using them.</p> <p>Assessment, recording and reporting of pupil progress Assessment checks if the intended learning has been achieved. SRE can be assessed through self, peer and teacher assessment using methods such as quizzes, portfolios and observation. Schools may also consider end of year tests and some education providers run awards and certificates at</p>	<ul style="list-style-type: none"> • Learning methods are varied and dynamic 	<p>CPD needs to be identified Summer 2 by staff audit. CPD dates 13/7/2016, 27/3/2016 ensuring resources are varied and dynamic. Following Delay course (March 7th and 24th 2016)</p>
	<ul style="list-style-type: none"> • The needs of children and young people with special educational needs and disabilities are met. 	<p>Liaison with SENCO (CE) during Spring 2 If tutor or SENCO feel the need for support for key groups an LSA will be available for support within classroom or to withdraw students to do small group work. COL's will complete the Outside the box course to share resources and work with key groups. 7/10/2016 and 14/10/2016</p>
	<ul style="list-style-type: none"> • Resources have been selected using clear criteria. 	<p>Ongoing work on new SOW with LK Resources sourced from TES, PSHE Ass. New resources to be viewed through LK and MJ at calendared meeting. Resources from LGBT course and Delay course</p>
	<ul style="list-style-type: none"> • Links with relevant local and national campaigns. 	<p>LGBT, Consent, Delay events including calendared assemblies Safeguarding issues – ERASE, PREVENT, FGM, Cyber Safety Ongoing work on new SOW with MJ</p>
	<ul style="list-style-type: none"> • Assessment opportunities are built into the programme and should be based on learning objectives. 	<p>Ongoing work on new SOW with LK Pink evaluation sheets to be adapted, included in lesson plans Emerging/Developing/Mastering tracking sheet</p>
	<ul style="list-style-type: none"> • Celebration of success while finding out 	<p>Star of the week PSHE certificate</p>

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various levels, which provides an accreditation system.	<ul style="list-style-type: none"> • what works well and what may need to be developed. 	Ongoing evaluation Tutor, Pupil and parent voice audit – Reflection – July 2016
	<ul style="list-style-type: none"> • Assessment information demonstrating pupil progress should be recorded and reported. 	<p>Pink Evaluation sheets completed by pupils and tutors</p> <p>Emerging/Developing/Mastering tracking sheet (SIMs)</p> <p>Matrix completed during tutor meetings</p>
Quality Standard 6. Pupil Voice	How this Standard Can Be Met	
Provision should be based on the actual needs of children and young people so that it is relevant to their lives. Children and young people should be consulted through focus groups, questionnaires, and discussion.	<ul style="list-style-type: none"> • Children and young people are consulted about what is included in SRE and when topics are introduced. 	December 2015 Audit (Pyramid developed topics to be covered)
	<ul style="list-style-type: none"> • Children and young people are asked for their ideas about how SRE is taught (for example teaching methods and resources). 	Pupil Voice December, Collated in January, Topics for new SOW identified
	<ul style="list-style-type: none"> • The delivery is inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience. 	<p>SOW – Resources on consultation with LK and MJ and course material from KD, MF. Development of resources in line with equality policy</p> <p>MJ meeting DG and HN October 2016</p>

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	<ul style="list-style-type: none"> Using social norms to inform the curriculum content. 	<p>Figures not available Sept 2016. National social norms figures to be used (delay course)</p>
Quality Standard 7. Signposting and Support	How this Standard Can Be Met	
<p>The school must have a robust reporting system, linked to the schools safeguarding procedures with clear protocols for staff to follow to protect young people, staff and the institution. Deliverers of SRE need to be prepared for a young person to make a disclosure and know the schools protocol including referral to external agencies if appropriate (Safeguarding Team / Police etc.)</p> <p>Appropriate support should be available for the young people, including 1:1 support, self-help information and referral to external agencies.</p>	<ul style="list-style-type: none"> Children and young people are made aware of one-to-one support available. 	<p>Assemblies SOW</p>
	<ul style="list-style-type: none"> Children and young people understand confidentiality and the school's policy. 	<p>SOW introduction to topic Group agreement</p>
	<ul style="list-style-type: none"> Where appropriate there is an on-site facility that young people can drop-in to for confidential advice (including about sexual health). 	<p>School house – run by school nurses, meeting to be made with new school champions to arrange new setup School Counsellor involved in keeping young people safe</p>
	<ul style="list-style-type: none"> Children and young people are aware of relevant local and national help-lines and services. 	<p>Resources during SOW – where to go for help Where to go for help Lists to go in tutor rooms when received from LK Resources in main reception for parents/carers Information in parent evenings offered on stall Staff will be issued with list of DCC Latest Agency Support Document in SOW DCC Agency report to be made available at parents evening</p>
	<ul style="list-style-type: none"> All staff understand the confidentiality policy and how to refer children and young people to health services and other specialist help. 	<p>CPD needs to be updated through whole staff CPD 13/2/2016 and 27/3/2016</p>
<ul style="list-style-type: none"> Where there is a need for small group or one-to-one SRE for some children and young people it is provided. 	<p>Identified by SENCO/tutors/parents/MF/COLS DG and HN attending 'Out of the Box' course October 2016</p>	

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	<ul style="list-style-type: none"> School staff should be aware of Frazer guidance / competencies in relation to safeguarding. 	<p>Issue for all staff – CPD by school nurse if possible 13/2/2016 and 27/3/2016 Included in the policy – parents to see</p>
Quality Standard 8. Partnerships with Parents and Carers	How this Standard Can Be Met	
<p>Many parents and carers want to take an active role in talking to their children about SRE at home. From early years upwards parents / carers welcome information about the teaching methods and materials used and the topics covered. Tasks and feedback on children and young people’s progress provide opportunities for dialogue about key issues between children and young people, parents and carers and the school.</p>	<ul style="list-style-type: none"> The school is pro-active in communicating with parents and carers around SRE 	<p>Consultation letter December 2015 We advise parents, they then let us know if they want to opt-out SOW summer 1 to include homework topics Evaluation results July 2016</p>
	<ul style="list-style-type: none"> The school offers support to parents/ carers to enable them to talk to their children about SRE issues. 	<p>Consultation/audit/opt out Summer 1 Information and Homework tasks Summer 2 Opportunities for parents during parents evenings to discuss SRE content. SOW attached to policy</p>
	<ul style="list-style-type: none"> The views of parents and carers about SRE are regularly sought. 	<p>Letter sent out in 2016 regarding pupil audit – no response re: negative issues. Questionnaire for parents Summer 2 2017 for comments about delivery of SOW</p>
	<ul style="list-style-type: none"> Parents/ carers are made aware of their right to withdraw their children from any non-statutory aspects of SRE. 	<p>School policy Letter to parents in spring term 2</p>
	<ul style="list-style-type: none"> Information around SRE is made available to parents and carers through the school website and prospectus. 	<p>Update needed to website and Prospectus (Option booklets for yr 9 January 2016)</p>
	<ul style="list-style-type: none"> School makes available resources and activities to support parents and carers in their role of talking about SRE at home. 	<p>Website needs updating October 2016 Homework tasks and information from SOW Resources made available at parents evening with tutors. Doing our bit parents leaflet made available to parents</p>

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Quality Standard 9. Partnership Engagement	How this Standard Can Be Met	
<p>Professionals and local agencies can enrich a planned programme of delivery and provision. Partner organisation staff that are appropriately trained and supported to work with children and young people can share and reflect on their knowledge, real-life experience and the beliefs and culture of the communities in which they live.</p> <p>Input by staff from local services / organisations can help build the confidence and knowledge of children and young people to use local services if and when they need to.</p>	<ul style="list-style-type: none"> There are clear criteria for the selection of external agencies that contribute to SRE. 	<p>Planned in a formal manner with external agencies and evaluations completed, extension lessons made available. Member of teaching staff is always present Use of identified and approved agencies advice from the courses attended</p>
	<ul style="list-style-type: none"> External contributors should not deliver SRE without there being a member of staff present. 	<p>Safeguarding and school policy</p>
	<ul style="list-style-type: none"> Contributions by external agencies are supported by preparatory and follow up work, and where possible through joint delivery with school staff. 	<p>Part of SOW Planned in a formal manner with external agencies and evaluations completed, extension lessons made available.</p>
	<ul style="list-style-type: none"> School nurses and local health professionals make an appropriate contribution to SRE. 	<p>Limited due to funding this service is not accessed at the moment we have a school nurse who makes an appropriate contribution</p>
	<ul style="list-style-type: none"> The school contribute knowledge about children and young peoples' needs identified in SRE into relevant local forums, for example, Health and Wellbeing Boards, Area Action Partnerships etc. 	<p>Safeguarding policies and procedures Attendance to all Team Around the Family and Team Around the School. Key workers in place for consistency from Safeguarding Team or COLs</p>
	<ul style="list-style-type: none"> Local health priorities reflected in the SRE programme are communicated to the schools wider community 	<p>Updated by LK and school nurses. Advice taken in review of SOW. Recently appointed school champion (school nurses). School to be contacted.</p>

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SEX AND RELATIONSHIPS EDUCATION POLICY

Appendix D:

2016/17

PHSE Curriculum Plan

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PSHE PLAN 2016-2017

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
PSHE TOPIC	Pathways and Careers <ul style="list-style-type: none"> Focus for the coming year Age appropriate pathways Career Advice Options Revision Strategies 	British Values <ul style="list-style-type: none"> Communities Solving Conflict Democracy Rule of Law Individual Liberty Mutual Respect and tolerance 	Ethics and Beliefs <ul style="list-style-type: none"> Following SOW provided by N Stephenson 	Sex and Relationships <ul style="list-style-type: none"> New SOW School Nurse 	Healthy Living <ul style="list-style-type: none"> Physically Mentally Emotionally Financially 	Community <ul style="list-style-type: none"> Anti-social Behaviour Dementia Events (Diversity, Colleges) Consequences Environmental Issues
7	Pathways & Careers	British Values	E & B	S&R	E & B	Community
8	Pathways & Careers/ E&B	E & B	British Values	S&R	Healthy Living	Community
9	Pathways & Careers	British Values	Community	S&R	Healthy Living	E & B
10	Pathways & Careers	British Values	E & B	S&R	Healthy Living	Community
11	Pathways & Careers	British Values	Healthy Living	S&R	E & B	Community
Safeguarding Focus	CSE	PREVENT & Hate Crime	Mental Health	Internet Safety	Types of Abuse	Drugs & Alcohol
Assemblies	L Bell	K Draycott	A Cessford	I Thompson	K Draycott, A Cessford, L Bell	L Bell & K Draycott
Notice Board						

Ethics and Beliefs will move around and alternate with current topic depending on year group