

Grangefield School
Sex and Relationships Education

Sex and Relationships Education (SRE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (sex education forum, 1999).

The Sex and Relationships Education Guidance (July 2000 Ref: DfEE 0116/2000) emphasised the need for effective Sex and Relationships Education (SRE) to be firmly rooted within the personal, social and health education (PSHE) and citizenship and is supported by the National Healthy School Status (2005).

National Healthy School Status criteria 1.5 requires that the school 'has up-to-date policies in place-developed through wide consultation, implemented and monitored and evaluated for impact-covering sex and relationships education...' furthermore OFSTED is statutorily required under section 10 of the School Inspection Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on the school's sex and relationships education policy.

The Importance of Teaching – the schools White Paper 2010, states that the Department of Education will promote achievement of a broad academic core at 16 and a rounded education and will ensure all schools are given the resources and space they need to offer a truly rounded education.

Section 4, Curriculum, Assessments and Qualifications, mentions SRE and PSHEe;

4.29 Children need high-quality sex and relationships education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.

4.30 Children can benefit enormously from high-quality Personal Social Health and Economic (PSHE) education. Good PSHE supports individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make. We will conduct an internal review to determine how we can support schools to improve the quality of all PSHE teaching, including giving teachers the flexibility to use their judgement about how best to deliver PSHE education.

The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils of primary and secondary age. Secondary schools should also include in their policy details on how they provide a programme as part of the PSHE framework in addition to the science curriculum topics.

The evidence base shows SRE can make a positive contribution to children and young people's personal and social development; and help to prevent negative health outcomes such as unintended pregnancies and sexually transmitted infections. Research has also shown that high quality SRE, when linked to confidential sexual health services, is shown to delay the onset of sexual activity.

SRE Policy framework

Introduction

School Name Grangefield
Date policy approved by governors
Date policy becomes effective
Review date
Person(s) responsibly for implementing and monitoring- Pauline Atkinson, Lee Holroyd
Other relevant policies- PSHE & Citizenship Policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.
Signatures of school representatives-

Rationale/Policy Statement

Grangefield school recognises our roles and responsibilities in promoting the health and well-being of all students and believes that having effective Sex and Relationships Education (SRE) within the school will allow students to have the skills and knowledge to negotiate relationships successfully.

Sexual Health is an important issue that affects all young people. In Stockton-on-Tees, in 2009 there were 164 under 18 teenage conceptions and 46% of these led to termination. In 2008 and 2009 there were 46 school leavers who were teenage parents. The school, alongside the parents, has the responsibility to ensure that students know where to access contraception and also how to use it. Grangefield also believes that they have a duty of care to ensure that young people know laws regarding sexual health and their rights in a relationship. It is because of this that we have SRE firmly grounded in our PSHE curriculum, in accordance with the DCSF guidelines. Relationships are also explored in different issues such as bullying, peer pressure and risk-taking behaviour.

“Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly routed within the framework for PSHE and the National Curriculum.”

Sex and Relationships Education Guidance (July 2000 Ref: DfEE 0116/2000)

Policy Consultation

This policy was developed by Pauline Atkinson in November 2011 in consultation with governors, all teaching staff, the school council and Stockton SRE team.

Overall Aims and Objectives

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

We aim to provide a framework for effective Sex and Relationships Education within the school environment.

Our Sex and Relationships programme reflects the aims and values of our school and it's Governing Body.

- To involve the SRE delivery team in the delivery of the SRE curricular across both KS3 and KS4
- To ensure 100% of pupils know who to access for help and support (quantitative)
- To increase the percentage (number) of pupils who are aware of the Sexual Health Services available (quantitative)
- To increase the percentage (number) of pupils who are aware of the effective time limit for emergency contraception (quantitative)
- To reduce the percentage (number) of pupils removed from SRE lessons from the current baseline of [state number] by [state percentage] before the next policy review

Framework for SRE

What is sex and relationships education?

Sex and relationships education is lifelong learning about physical, moral and emotional development. SRE will not promote sexual promiscuity, but instead will encourage students to delay activity and have the skills and tools to reduce risk-taking behaviour.

It has 3 main elements incorporated into its lessons.

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; and
- 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 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; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

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

Programme of Study

Sex and relationships education is formally delivered under statutory order within the National Science Curriculum (see Appendix 1), however sex and relationships education should also be supported by a schools wider curriculum for personal, social and health education in a way that they receive sex education in a wider context of relationships and are prepared for opportunities, responsibilities and experiences of adult life.

In Key Stage 3 pupils will focus on understanding the changes that take place during puberty including the emotional and physical changes, focus on importance of appropriate relationships within peer groups and families, risk taking behaviour including drinking alcohol and unprotected sex, the law and consequences of sexual offences. They will be able to identify risk taking and inappropriate behaviour, and know who to talk to if they have concerns. Students will also be aware of some forms of contraception and how they prevent un-intended pregnancy and STI's.

In Key Stage 4, students will have a greater understanding of the Sexual Offences Act and also of the moral implications of their actions. They will know the consequences of risk taking and inappropriate behaviour, and know who to talk to if they have concerns. Students should understand how most contraception works and the pros and cons to different methods. They should also be able to identify the different types of STI's including HIV and AIDS, recognise the symptoms and how to prevent transmission. They will also focus on aspects of love and relationships, how relationships change and how to negotiate, parenting skills and issues including termination and how to access sexual health services.

Organisation

National Healthy School criteria 1.4 requires schools to have 'a named member of staff responsible for PSHE provision with status, training and appropriate senior management support within the school'; make reference to who is responsible for co-ordinating sex and relationships education. Other areas for consideration include, where in the curriculum it will be delivered, teaching methods, whether it is delivered to mixed or single gender groups, the resource that will be used and the range of people who will deliver the sessions.

Lee Holroyd is the PSHE coordinator within Grangefield and has the responsibility for coordinating all sex and relationships education. P. Atkinson will oversee all aspects of SRE.

SRE is delivered as a statutory requirement of the national science curricular, as is citizenship; however pupils at Grangefield also receive a fortnightly PSHE lesson, which will incorporate the many aspects of SRE.

Aside the science curriculum which is led by Mrs McKeenna, Grangefield sessions will be led by tutor teams and will call upon assistance from external agencies and health professionals to support the delivery of this programme, for example the SRE Delivery Team, when necessary.

SRE will be delivered to mixed gender groups, however occasionally it may be more appropriate to deliver sessions to single gender groups.

Staff Training/CPD

National Healthy School Status criteria 1.10 require school 'ensures provision of appropriate PSHE professional development opportunities for staff offered by DH/ DCSF'

Resources

Materials used in Grangefield reflect the consultation with parents/carers and the Local Authority SRE Co-ordinator. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library. Teachers, governors, external agencies, parents or carers and pupils have been involved in the consultation process in relation to the materials and topics covered during a SRE lesson. The Risk Taking Behaviour agenda across the borough of Stockton-on-Tees is moving at a rapid pace and the Teenage Pregnancy Partnership Board and Substance Misuse Commissioning Group have agreed to further build on the current on line teaching resource for secondary schools to include lessons on drugs, domestic violence, anti social behaviour and other risk taking behaviours.

Specific Issues

Morals and Values

The SRE programme at Grangefield reflects the school ethos and encourages all students to have

- Respect for themselves
- Respect for each other
- Responsibility for their own behaviour
- An understanding of how their actions can affect their family, friends and wider community

Equal Opportunities

Grangefield intends to instil the belief in all young people that they are of equal worth and importance irrespective of culture, race, gender, sexual orientation, social class, lifestyle, or visible and invisible disabilities. We aim to recognise and respect differences and take the time to meet specific needs that individual students may have.

Withdrawal

Grangefield recognises that parents may have personal or religious reasons to withdraw their child from Sexual Health sessions. Grangefield] will write to each parent asking for consent and also to invite them to an open evening. This will be an opportunity for parents to raise any concerns and view the content of the sessions. After consultation with the school, should the parent still want to remove their child, alternative arrangements will be made for those lessons. Parents will also be made aware that their children cannot be removed from Biology where reproduction is part of the National Curriculum. Any parent that does remove their child up to this point will be given information on where they can find appropriate resources to educate their child at home (See Appendix 2).

Confidentiality and Child Protection/Safeguarding

SRE is a sensitive subject where issues may be raised that do not get discussed in other school lessons. Grangefield believes that confidentiality rules should be explained in regards to these lessons. Outside speakers will be informed of the school's Confidentiality policy and will be required to abide by it. As a general rule, students will be encouraged to speak freely and confidentiality will be maintained. However, if the teacher believes that a child is at risk or in danger then they will follow the Child Protection/Safeguarding Policy and speak to the named co-ordinator. Students will be made aware of these guidelines before the session begins. The young person will be aware of what action has taken place and will be supported through the process. Please refer to the Confidentiality and Child Protection/Safeguarding Policy for more details.

Confidential support

At Grangefield the school nurse 'healthy living drop in' service is available for all pupils to access on request. This service will remain confidential to pupils

unless any child protection issues are raised. The school nurse will then be expected to liaise with the school Child Protection/Safeguarding Officer.

Controversial and sensitive issues

When delivering SRE, each facilitator will have personal views and moral judgements. However, personal opinions may not be imposed in the delivery of SRE. SRE will incorporate many views and beliefs into the delivery and will respect the views of all students.

External Visitors

Benefits of external visitors to SRE

- Bring a new perspective to a subject;
- Offer specialised knowledge, experience and resources;
- Make the topic less embarrassing because the visitor is a 'safe stranger';
- Form a friendly link to the community and make local services more accessible;
- Add variety to the curriculum;
- Give support to teachers

Grangefield values the support of external agencies particularly in relation to SRE, especially the SRE Delivery Team. Any external visitor delivering sessions in school will be expected to abide by an agreed code of practice and our confidentiality policy in the same way as staff (teaching and non teaching) with the school.

Access to services

Grangefield will display information about the Assura led (Sexual Health Teesside) and C-Card services available within Stockton-on-Tees that pupils can access; and will support national campaigns at the appropriate times during the year.

Questions

It is likely that sensitive questions will arise during sessions, whether it is delivered by a school teacher or a professional from an outside agency. No facilitator has to answer anything personal or any other question that they feel is inappropriate. Anyone delivering SRE should have the skills to decide what is age appropriate for each class and may choose to answer some questions individually rather than to the whole group. It is also advised that all staff within schools are aware of when any SRE delivery is taking place, including site managers, lunchtime supervision etc and advised on how to answer any questions, if appropriate, or which member of staff to signpost the children to.

Sexual identity/orientation (bullying policy)

SRE should meet the needs of all students regardless of their sexual orientation. The school aims to deal with all related issues sensitively and without prejudice and actively seeks to deal with any homophobic bullying that may arise in a sessions. Any incidents will be dealt with sensitively and the school will liaise with parents on this issue. (See Anti-Bullying Policy)

Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationships education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'
(Sex and Relationships Education Guidance July 2000 Ref: DfEE 0116/2000)

Dissemination and Implementation

All staff members, governors receive a copy of the SRE policy. Training is regularly delivered to staff on the policy content. Several copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every year.

Assessment, monitoring and evaluation

National Healthy School Status requires that your school's Sex and Relationships policy is 'implemented, monitored and evaluated for impact'. It is paramount that all processes implemented as part of the policy are monitored to ensure the effectiveness and impact on improving knowledge skills and attitude.

The elements of SRE that form part of the science curriculum at Key Stage 3 and 4 must be assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of Sex and Relationships Education should also be assessed as part of overall PSHE provision. Schools should plan how they will conduct regular assessments when the programme is devised.

Grangefield will conduct regular assessment in relation to knowledge and understanding, skills, attitudes and feelings. The methods of assessment will include:

Pupil's self-assessment: pupils reflecting on what they have learnt, setting their own targets and monitoring the own progress using check-lists, diaries, and before and after comparative information.

Peer-group assessment: pupils reflecting on what they have learnt, providing feedback to each other and reflecting on their roles in the group, using oral feedback and graffiti sheets.

Teacher assessment: teacher observation, listening, reviewing written work, and pupil's contribution to drama, role-play and discussions, and through end-of-unit tasks and tests.

A toolkit for consulting young people on SRE called "Are you getting it right?" produced by the national children's bureau and the Sex Education Forum ISBN 1-905818-35-1 is one resource that will be used. Another practical toolkit for education, health and community settings called Assessment, Evaluation and Sex and Relationships Education by Simon Blake and Stella Muttock ISBN 1-904787-27-4 is also a resource that can be used and provides different approaches to active learning methods.

Monitoring and evaluation of teaching and curriculum provision enable schools to gather information about the quality, relevance and effectiveness of the Sex and Relationships Education programme. Monitoring and evaluation should be integral to the planning and development of the PSHE programme.

Overall monitoring of SRE education will include:

- Lesson observations with feedback to teachers
- Looking at samples of pupil's work
- Teachers making regular comments on schemes of work and lesson plans
- Feedback from curriculum co-ordinators, heads of year, class tutors and pupils about what has been covered.
- Making PSHE/ SRE a regular item on the agenda of departmental, staff and governors meetings

Grangefield] will evaluate how effective the teaching activities and materials have been in achieving the aims of the programme and the needs of the pupils by; using participatory activities (questionnaires, diary entries and quizzes) at the end of units of work; comparative exercises (pre and post topic) to evaluate the difference in knowledge; understanding and skills and feedback from pupils and teachers about the SRE education programme.

Reviewing

This policy will be reviewed every year by the Head teacher, PSHE Co-ordinator, the Governing Body and Staff (See Appendix 3). The next review date is .

Appendix 1

Sex Education in the **National Curriculum Science** covers anatomy, puberty and biological aspects of sexual reproduction. The table below outlines the programme content at Key Stage 3 and Key Stage 4.

Key Stage 3		
1.	d)	That fertilisation in humans... is the fusion of a male and female cell
2.	f)	About the physical and emotional changes that take place during adolescence
	g)	About the human reproductive system, including the menstrual cycle and fertilisation
	h)	How the foetus develops in the uterus
	n)	How the growth and reproduction of bacteria and the replication of viruses can affect health
Key Stage 4		
2.	f)	The way in which hormonal control occurs, including the effects of sex hormones
	g)	Some medical use of hormones, including the control and promotion of fertility
	l)	The defence mechanisms of the body
3.	d)	How sex is determined in humans

Ofsted (2002) develops this further and suggests that the following criteria might be used to assess pupils' knowledge, understanding, skills, attitudes and beliefs in relation to aspects of SRE. Those marked with an * are part of the National Curriculum Science requirements.

By the end of Key Stage 3

Pupils will be able to:

- manage changing relationships.
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions.
- ask for help and support.
- explain the relationship between their self-esteem and how they see themselves.
- develop skills of assertiveness in order to resist peer pressure and stereotyping.
- see the complexity of moral, social and cultural issues and be able to form a view of their own.

- develop good interpersonal skills to sustain existing relationships as they grow and change and the help them make new relationships.
- be tolerant of the diversity of personal, social and sexual preference in relationships.
- develop empathy with the core values of family life in all its variety of forms.
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage.
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Pupils will know and understand:

- that fertilisation in humans is the fusion of a male and a female cell.*
- the physical and emotional changes that take place during adolescence.*
- about the human reproductive system. Including the menstrual cycle and fertilisation.*
- how the foetus develops in the uterus.*
- how the growth and reproduction of bacteria and the replication of viruses can affect health.*
- how the media influence understanding and attitudes towards sexual health.
- how good relationships can promote mental well-being.
- the law relating to the sexual behaviour of young people.
- the sources of advice and support.
- about when and where to get help, such as genitor-urinary medicine clinic.

Pupils will have considered:

- the benefits of sexual behaviour within a committed relationship.
- how they see themselves, affects their self-confidence and behaviour.
- the importance of respecting difference in relation to gender and sexuality.
- how it feels to be different and be discriminated against.
- issues such as the costs of early sexual activity.
- the unacceptability of prejudice and homophobic bullying.
- what rights and responsibilities mean in relationships

By the end of Key Stage 4

Pupils will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;
- manage emotions associated with changing relationships with parents and friends;
- see both sides of an argument and express and justify a personal opinion;

- have the determination to stand up for their beliefs and values;
- make informed choices about the pattern of their lifestyle which promotes well-being;
- have the confidence to assert themselves and challenge offending behaviour;
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships;
- work cooperatively with a range of people who are different from themselves.

Pupils will know and understand:

- the ways in which hormonal control occurs, including the effects of the sex hormones and some medical uses of hormones including the control and promotion of fertility*;
- the defence mechanisms of the body*;
- how sex is determined in humans*;
- how HIV and other STIs affect the body;
- the link between eating disorders and self-image and sexual identity;
- the risks of early sexual activity and the link with the use of alcohol;
- how the different forms of contraception work and where to get advice;
- the role of statutory and voluntary organisations;
- the law in relation to sexual activity for young people and adults;
- how their sexual identity is influenced by both their personal values and those of their family and society;
- how to respond appropriately within a range of social relationships; how to access the statutory and voluntary agencies which support relationships in crisis;
- the qualities of good parenting and its value to family life;
- the benefits of marriage or a stable partnership in bringing up children;
- the way different forms of relationships including marriage depend for their success on maturity and commitment.

Pupils will have considered:

- their developing sense of sexual identity and feel confident and comfortable with it;
- how personal, family and social values influence behaviour;
- the arguments around moral issues such as abortion, contraception and the age of consent;
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both;
- the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

Children's knowledge can be assessed using a variety of methods including "Are you getting it right?" – a toolkit for consulting young people on sex and relationship education produced by the Sex Education Forum in conjunction with the national Childrens Bureau.

Appendix 2: SRE Parents/Carers Consent Form/Letter

School letterhead

01 December 2011

Dear Parent/Carer

Re: Year 7/8/9/10/11 Sex and Relationships Education (SRE) / Risk Taking Behaviour Programme

As part of the school's PSHC/PSHE/Healthy Schools/Well Being programme, your child is soon to receive lessons on Puberty, Worries and Relationships, Stages of and Issues around relationships, Ways of coping with Peer Pressure, Contraception, Sexually Transmitted Infections (STIs), Peer pressure in relationships, Risk Taking behaviour including risks associated with sexual intercourse, Sexual Orientation, Expectations and values about sex and responsibility within a sexual relationship, and Accessing Services.

There is a vast amount of information around Sex and Relationships Education and often causes some concerns. Pupils from Key Stage 1 to 4 (ages 5 to 16), should receive high quality Personal Social and Health Education (PSHE) which includes SRE as part of their education. Information about relationships and sex can be found on the internet, on TV and in magazines, which of course young people may have access to, and could make an already confusing time seem even more complicated!

The purpose of Sex and Relationships Education (SRE) is to provide knowledge and understanding of the nature of sexuality and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes, which will help your child to form relationships in a responsible and healthy manner.

When young people start their transition into adulthood with excellent information and the confidence and knowledge to understand what is happening to them, they can grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school can reinforce what you may already be doing at home. Research shows that young people prefer to learn about relationships, growing up and sex at home, so your support is integral to your child's social and personal development. This will also complement the lessons that will take place in school.

Effective SRE depends on a partnership between home and school. Making this work well requires good communication, good relationships and building trust and confidence. Where this happens it will be easier to help young people make positive informed choices about their lifestyle and health.

It may be awkward and embarrassing to broach the subject with your child, but if you would like to build on the information your child is receiving in school, or if you have a particular concern about the school's SRE programme, please feel free to contact me.

Yours sincerely

Lee Holroyd
PSHE Co ordinator



Please return this form to your child's tutor.

Re: Year 7/8/9/10/11 Sex and Relationships Education (SRE) / Risk Taking Behaviour Programme (RTB)

I wish / do not wish my child to take part in the forthcoming Sex and Relationship Education / Risk Taking Behaviour lessons.

Name of Child: _____ Tutor Group: _____

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____ Date: _____

I wish to receive more information about SRE / RTB lessons

I do not wish to receive any more information about SRE / RTB lessons

If you would like to talk a member of staff in more detail about the Sex and Relationship Education / Risk Taking Behaviour programme delivered in school please complete the Contact details below.

Contact details:

Appendix 3: Auditing and reviewing / Developing your policy

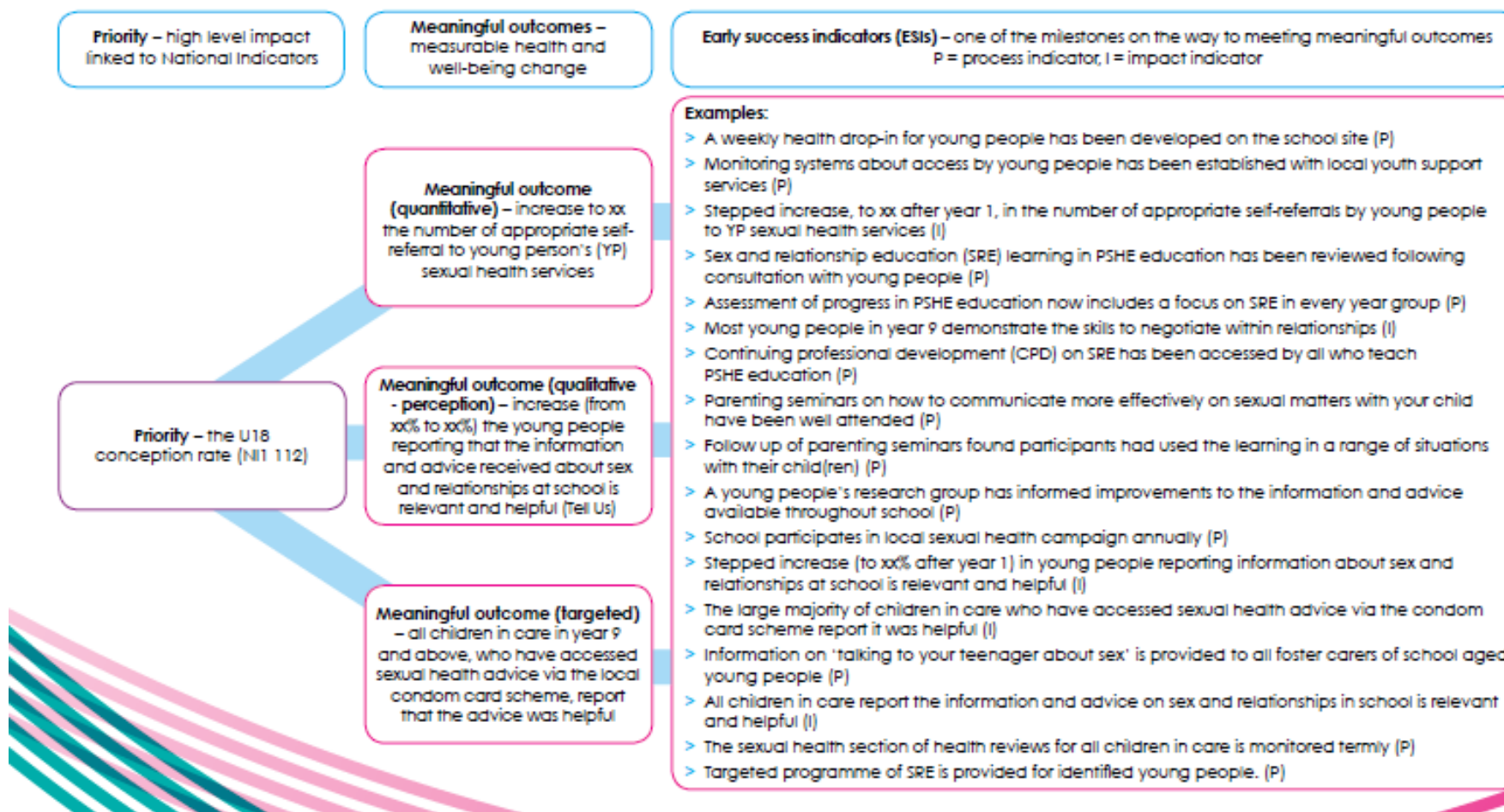
Action Plan for Sex & Relationships Education (SRE) Policy Development

1. Set up a working party – ideal practice
This should include:
 - Head teacher;
 - School PSHE / SRE Coordinator and any other interested teachers;
 - At least one member of the governing body;
 - Parent representatives;
 - Representatives from LEA / External Agencies e.g. S.R.E Co-ordinator,
 - School Council representative.
2. Look at current policy headings and suggested headings.
3. Clarify relevant and appropriate headings for your school. Identify staff and pupil needs. Consider other guidance available
4. As a group explore each heading to make a statement relevant to your school.
5. Circulate draft policy to all staff and allow for feedback and negotiation.
6. Final decision re policy by working party.
7. Disseminate/present to staff, governors and make available for parents.

Please see additional attachment titled Auditing and Reviewing SRE Policy and Curriculum to assist you with this process.

Planning our change - teenage pregnancy

This is an example of priorities, meaningful outcomes and early success indicators (PMOI sheets) a school could develop in response to a needs analysis at stage 2.





Planning our change - teenage pregnancy

Pen portrait

This is a large secondary school serving a mixed suburban and rural population. The needs analysis has identified the need for improvements in information and support that young people can access around sex and relationships. The wards served by the school have high teenage pregnancy statistics. The school also has a relatively large group of children in care, which is a vulnerable group for teenage pregnancy. Local Children's Services operate a condom card scheme, where young people access advice from a trained health or targeted youth support professional before condoms are made available and return visits for condoms are monitored.



Appendix 5

Sex & Relationships Education (SRE) In Stockton on Tees

SRE Delivery Working Agreement

September 2010



Introduction

The SRE Delivery team has been formed to support schools in the delivery of planned SRE programmes. The team consists of children's nurses employed by North Tees and Hartlepool NHS Foundation Trust, along with representatives from agencies including Brook, STASH and the Drug Education Team. The team's objectives in secondary schools are:

- To deliver set elements of the 'Ovr 2 U' SRE programme.
- To deliver the Risk Taking Behaviour Road show.

This working agreement has been developed to support the best possible professional partnership when the SRE delivery team is working within secondary schools. It provides an outline of what is expected from the SRE delivery team when they are delivering a service or programme to young people, and also states what is expected of the school within this partnership.

The agreement must be followed and signed by all parties involved within the partnership, and will help to guarantee that the planned SRE programme meets the needs of young people.

Delivery Standards for the SRE Delivery Team

The SRE Delivery Team will:

Pre-delivery

- Provide a named contact who will liaise with the school and SRE co-ordinator.
- Verify that the school have met with the SRE Co-ordinator to ensure that the school SRE policy is up to date, Governors and Parents have been consulted, and training and support has been provided to teaching staff who are delivering/involved in the SRE programme.
- Arrange for a pre-delivery meeting to be held with school representative(s) approximately four weeks before delivery is scheduled to take place. This meeting should discuss the details of the planned programme including timings, dates, duration and course/session content as outlined in the Pre-Delivery Checklist (see Appendix One). The Pre-Delivery Checklist must be completed at this meeting with copies kept on file by the SRE Delivery Team, the school and the SRE Co-ordinator.
- Work within school policies around SRE, Safeguarding, Confidentiality and Health and Safety.
- Ensure that all staff who work with young people have enhanced CRB clearance and are up to date with Safeguarding training.

Delivery

- Re-cap on pre-agreed ground rules (to be provided by the school representative(s)) at the beginning of each programme/session.
- Provide all resources and materials for the sessions that they deliver.
- Ensure that young people are provided with relevant support networks or agencies where necessary and that programme/sessions are closed in an appropriate manner to meet the needs of all young people.
- Communicate with each other if any of the facilitators are unable to attend the session due to illness or other unforeseen circumstances, and will source staff to cover if possible. It is also acknowledged that sessions may need to be changed, postponed or cancelled, due to unforeseen circumstances. The school will be informed as soon as possible of any cancellations or changes that may occur.

Post-delivery

- Provide the school representative(s) with evaluation questionnaires to be circulated for completion by young people and staff following delivery of the programme.
- Arrange a de-brief meeting to be held with a member of the SRE Delivery team, the school representative(s) and the SRE Co-ordinator approximately three months following the delivery of the programme/sessions. This meeting will provide an opportunity to discuss any issues that arise from the session and receive/provide constructive feedback.

Delivery Standards for the School

The School will:

Pre-delivery

- Provide a named contact who will liaise with the SRE Delivery Team. This person will be responsible for:
 1. Meeting the SRE delivery team at an agreed time before the start of the session(s) and be on hand should an emergency arise during the session.
 2. Ensuring that rooms are available and suitable for working in.

3. Ensuring that any equipment being provided by the school is in working order, prepared and ready to use at the start of the session (e.g. interactive whiteboards).
 4. Advising the SRE delivery team of any individual needs of the young people participating in the programme/session (e.g. special needs, mobility).
- Have met with the SRE Co-ordinator to ensure that the school SRE policy is up to date, Governors and Parents have been consulted, and training and support has been provided to teaching staff who are delivering/involved in the SRE programme.
 - Attend a pre-delivery meeting with a representative from the SRE Delivery team approximately four weeks before delivery is scheduled to take place. This meeting should discuss the details of the planned programme including timings, dates, duration and course/session content as outlined in the Pre-Delivery Checklist (see Appendix One). The Pre-Delivery Checklist must be completed at this meeting with copies kept on file by the SRE Delivery Team, the school and the SRE Co-ordinator.
 - Inform the SRE delivery team of any significant changes in group numbers or other group commitments (e.g. work experience) as session plans may have to be changed, postponed or cancelled if the group falls below the minimum number required. The SRE delivery team must also be informed as soon as possible of school closure due to unforeseen circumstances (e.g. bad weather).

Delivery

- Ensure that a teacher or staff member is present at all times to manage the classroom and behaviour of the young people during the delivery of the programme/session(s).
- Provide all resources and materials for the sessions that their staff deliver.
- Ensure that students with special educational needs have the option of a teaching assistant/learning mentor attending the sessions with them to support the completion of any work.

Post-Delivery

- Circulate evaluation questionnaires for completion by young people and staff following delivery. This is an important aspect of the quality assurance process and will ensure that SRE in schools meets the needs of all.

- Attend a de-brief meeting to be held with a member of the SRE Delivery team and the SRE Co-ordinator approximately three months following the delivery of the programme/sessions. This meeting will provide an opportunity to discuss any issues that arise from the session and receive/provide constructive feedback.

Delivery Standards for the Risk Taking Behaviour Road show

The Risk Taking Behaviour Road Show aims to provide young people with the skills and knowledge they need to make informed and healthy decisions during the transition from childhood, adolescence and into adulthood. The Road Show highlights the link between drinking alcohol, taking drugs, peer pressure, having unprotected sex and the consequences of such behaviour.

The Risk Taking Behaviour Road Show is designed to support the delivery of a comprehensive PSHEe programme. It is a versatile resource that can be used in a number of settings and is facilitated by the SRE Delivery Team.

The SRE Delivery Team will:

- Transport all required equipment and resources to the school.
- Hold a pre-delivery team briefing to ensure that staff are informed of school policies and any specific requirements of the individual school.

The School will:

- Identify an appropriate room for the road show to be held in (e.g. Sports Hall, Gymnasium, Hall).
- Allow the SRE Delivery Team access to the building and room from 8am on the morning of delivery.
- Organise groups of young people to attend each of the allocated sessions.
- Ensure that young people have been informed of their attendance at the road show and are ready to start the session in good time.
- Ensure that a teacher or staff member is present at all times to manage the classroom and behaviour of the young people during the delivery of the programme/session(s).
- Provide refreshments and lunch for all members of the SRE Delivery team.

Delivery Standards for the On-Site Sexual Health Service

The On-Site Sexual Health Service will be delivered by the Contraception and Sexual Health (CASH) Service Outreach Worker and a Health Care Assistant.

The CASH Outreach Worker will:

- Co-ordinate every session.
- Offer a full contraception and sexual health service.
- Support the Health Care Assistant to deliver a C Card and Pregnancy Testing Service in line with Teenage Pregnancy Prevention Service protocols.
- Work to the Royal College of Nursing (RCN) guidelines and codes of conduct.
- Attend a progress review meeting with the school during the summer term.
- Follow the PCT Safeguarding protocols, but will inform the school of any safeguarding concerns.

The School will:

- Provide access to a minimum of two rooms/areas – one for private consultation and another general area where young people can obtain general information etc.
- Ensure that the rooms allocated have access to toilet facilities.
- Provide access to a lockable cabinet or cupboard to store equipment and clinical notes relating to the session.
- Ensure that a teacher or member of staff is available in the event of an emergency.
- Attend a progress meeting with the CASH Outreach Worker during the summer term.

Appendix One

Pre-Delivery Checklist

Name of School:.....

Date of Pre- Delivery Meeting	
School Named Contact	
SRE Delivery Team Named Contact	
Planned Date and Times of Delivery	

The following checklist is to be completed by the named contact from the SRE Delivery Team during the Pre-Delivery meeting.

Action Point	Checked / Comments
Context of the Session and Learning Outcomes	
Year Group and Class Size	
Class Ability	
Ground Rules to be followed within sessions shared	
Additional Learning Needs	
Teaching Methods to be used	
Seating Plans, Groupings, Room Layout	
Safeguarding and Confidentiality Issues	
Equipment Required	
Preparation or follow-up sessions delivered by school	

Signed:..... Date:.....

(SRE Delivery Team)

Signed:..... Date:.....

(School)

Copies to be kept by SRE Delivery Team, School and SRE Co-ordinator