

**HIGH CLOSE SCHOOL
POLICY & PROCEDURE**

**SEX AND RELATIONSHIP EDUCATION
POLICY**

**DEALING WITH SEXUALITY AND
PERSONAL RELATIONSHIPS (31)**

(Reviewed and revised September 09)

HIGH CLOSE SCHOOL

‘ Working together to unlock potential ’

MISSION STATEMENT

“ High Close School, inspired by the unique worth of every individual, strives to create opportunities to achieve full potential through the pursuit of excellence in both academic and social education ”

The Leadership of the school will facilitate the realisation of the school’s Mission through the following aims:

AIMS OF THE SCHOOL

1. To deliver an enjoyable, stimulating and differentiated curriculum, which encourages every pupil to achieve to their highest level both academically and socially. (ECM3)
2. To provide a caring environment in which pupils feel safe and learn to make healthy choices about their style of life. (ECM1&2)
3. To develop pupils’ awareness of moral, social, cultural and spiritual values so that they can make a positive contribution to the community. (ECM4)
4. To prepare pupils to become independent, responsible citizens. (ECM5)
5. To work in partnership with parents, carers and other stakeholders to ensure pupils are given every opportunity to achieve their full potential. (ECM3)
6. To ensure a well managed school in which the school’s resource needs, and staff development needs, are met.

(ECM – Every Child Matters)

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1. INTRODUCTION

“Effective Sex and Relationships Education (SRE) in schools can help children build happier, healthier relationships now and in their adult lives – and can also contribute to reducing teenage pregnancy...” (National Children’s Bureau)

At High Close School, education about sex and relationships is firmly rooted within the Personal, Social, Health and Moral Education (PSHME) and Citizenship frameworks. Within the school setting, the objective of SRE is to help and support our pupils through their physical, emotional and moral development. The aim of the teaching is to help them to learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood.

We recognise the importance of working in partnership with parents/carers in this area of personal development and acknowledge the contribution that can be made by outside agencies with skill and expertise in particular areas of the curriculum.

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

Strong delivery of SRE/PSHE by schools is known to be one of the main factors for reducing teenage pregnancy and improving sexual health (DfES 2006).

2. RELATIONSHIP TO OTHER SCHOOL POLICIES:

This policy should be read in conjunction with:

- [Anti-bullying](#)
- [Safeguarding](#)
- [Confidentiality](#)
- [Equal Opportunities](#)
- [Health and Safety](#)
- [Science Policy](#)
- [Methods of Care and Control](#)
- [Staff Code of Conduct](#)
- [Arrangements for regulating, accompanying and vetting visitors](#)
- [Administration of Medication](#)
- [Working with parents and carers](#)
- [PSHME Policy](#)

3. NATIONAL GUIDANCE AND PRIORITIES

The 1996 Education Act consolidated all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside of the National Curriculum Science Order. The Learning and Skills Act 2000 amended the Education Act and places responsibility for determining SRE firmly with head teachers and governors.

The (2000) DfEE Sex and Relationship Education Guidance supports this legislation and recommends that all schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils. Following an independent review, the government have now stated their intention to make Personal, Social, Health and Economic Education (PSHE), including SRE, a statutory programme of study.

The Children Act 1989 Places a duty on professionals to talk about relationships and sex with young people in order to help them acquire knowledge and information about their bodies, sex and sexual health and to develop relevant skills.

The Children Act 2004 builds on the above in that it places a duty on professionals working with young people to implement the five outcomes from Every Child Matters: Change for Children whilst ensuring their entitlement to relationships and sex education.

The National Teenage Pregnancy Strategy: was launched in 1999 with two key targets and aims, to:

- Reduce the rate of teenage conceptions, with a specific aim of halving the rate of conceptions among those under 18 by 2010
- Increase participation of teenage mothers in education, employment, and training to reduce the risk of long term social exclusion.

4. WORKING WITH PARENTS/CARERS

High Close is committed to working in partnership with parents and this is particularly important in the area of SRE to support parents in feeling confident engaging in discussions about the subject with their children. Parents are vital in teaching their children about sex and relationships whilst maintaining the culture and ethos of the family. On admission to the school, parents will be asked to allow their child to participate in the school's sex and relationship education programme. The aim of the school's programme will be to complement and support the parent's role. This policy will be made available to parents, and their comments and recommendations are welcomed.

The school will help support parents in:

- Helping their children learn the correct names of the body parts
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling sexual attraction, sex, contraception, relationships and sexual health
- The school will also consult parents on the content of the relationships and sex education programme and invite parents to view SRE resources. The school will ensure that parents

are informed of their legal right to remove their child from SRE if they wish. SRE and Parents – leaflet for parents including information about their right to withdraw their child from SRE www.dfes.gov.uk/sreandparents

- Parents can also refer to the school's [Working with Parents and Carers](#) policy.

5. WORKING IN PARTNERSHIP WITH LOCAL AGENCIES

High Close recognises that to enhance the school's delivery of SRE, working in partnership with local agencies is vital to ensure a more holistic approach to SRE. The school has a long standing link with a local GP with whom all resident pupils are registered. Outside speakers are encouraged to come to school to talk about sex and relationships, including delaying activity, sexual exploitation etc.

Other agencies supporting the school's SRE curriculum are: health professionals, school nurse, and where appropriate, Connexions. Outside visitors work within the framework outlined in the school's [Arrangements for regulating, accompanying and vetting visitors](#) policy.

Young people may need to follow up their SRE work with further questions. Local services will be promoted to young people within SRE and details of what general services such as GPs, family planning clinics, Connexions, Brook Advisory etc. Helping young people to access services will be an integral part of the SRE programme, including how to access these services in their home locality. See Details of Local/National Services for useful websites.

6. YOUNG PEOPLE'S INVOLVEMENT

High Close recognises that young people's involvement is vital to the effective delivery of SRE. The UK Youth Parliament compiled a national report on young people's views, and a significant number felt their experience of SRE had not given them the knowledge and skills they needed.

It is hoped that this national trend will not be reflected at High Close as we take into account young people's views on what content they need and at what key stage. We facilitate discussion with boys and girls, both separately and together on what they would like to include in SRE. Young people will also be given the opportunity to write their ideas down or speak to someone individually with any ideas they are unable to express in a group.

As a result of the UK Youth Parliament report, an on-line auditing tool for young people will be made available to assess how well the SRE they receive meets their needs. When available, we will utilise this tool to assess, monitor and evaluate the delivery of SRE to ensure it remains inclusive and relevant to all young people placed at the school.

7. EQUALITY OF OPPORTUNITY

In support of High Close School's [Equal Opportunities](#) policy, all pupils regardless of their developing sexuality are entitled to a SRE curriculum which is relevant to their age group and

sensitive to their needs. Staff should be aware that for some children the SRE they receive at school will be the main, and sometimes only, source of sex education, particularly for children from some ethnic communities.

8. LEARNING DIFFICULTIES, RELIGION AND CULTURE ISSUES

In delivering SRE, consideration is given to age and stage of development in addition to individual learning and emotional needs. High Close School works with young people and families from diverse ethnic, cultural and religious backgrounds, and therefore staff need to familiarise themselves with the cultural and religious needs of all pupils to ensure the delivery of SRE is in keeping with their individual needs.

All children placed at High Close School are subject to a Statement of Special Educational Need, and as such may need individualised programmes of SRE, focused at the appropriate level to meet their understanding and abilities.

9. CONFIDENTIALITY AND MANAGING DISCLOSURES

Staff, pupils and parents must be aware of the boundaries regarding confidentiality and should refer to the schools [Confidentiality](#) Policy. The boundaries of confidentiality can be difficult to assess when discussing sex and relationships with young people. Young people need to understand their rights of confidentiality and explanation of these rights will be included within SRE lessons before individual help is provided.

The Fraser Guidelines were formerly known as the 'Gillick Principle'; these guidelines highlight the fact that young people have the right to confidentiality and privacy. In 1985, Lord Fraser said in judgement of the Gillick case, that a doctor can give contraceptive advice or treatment to a person under 16 without parental consent providing the doctor is satisfied that:

- The young person will understand the advice
- The young person cannot be persuaded to tell his or her parents or allow the doctor to tell them they are seeking contraceptive advice
- The young person is likely to begin or continue having unprotected sex with or without contraceptive treatment
- The young person's physical or mental health is likely to suffer unless he or she receives contraceptive advice or treatment

We recognise that parents and carers want to do all they can to support their child, but even in the most supportive of relationships where there is good communication between the parent and child, there can be occasions where the young person is worried about an issue and is unable to talk to

their parent/carer about this. This may result in enormous stress for the young person which can impact on their education, health and behaviour. Whilst we recognise that parents/carers will naturally be disappointed if their child does not choose to talk with them about what may be troubling them, we feel there could be even more distress if the young person is unable to cope with the issue by themselves.

Staff will be supportive to young people who approach them with concerns, but will make it clear that they cannot offer confidentiality to the pupil on anything that involves an illegal activity or is a safeguarding issue where the young person or others are likely to be at risk of significant harm. Staff will liaise with parents/carers where there is an issue over which they cannot offer confidentiality. Staff will support pupils to inform their parents/carers about issues that are troubling them as appropriate, and will make the young person aware of specialist confidential services in the local area where they can seek assistance if they wish.

Legally, staff do not have to disclose information about young people's sexual activity or pregnancy to parents. However, if the disclosure is documented, it can form part of the educational reports which can be passed onto parents. If it is felt that it will cause a young person mental or physical harm, the record does not have to be passed onto the parent.

Where the young people disclose sexual activity or pregnancy, they should be able to access a GP confidentially. All young people should have access to individual support on such issues. The school will endeavour to work in partnership with the young people and their parents and will make every effort to encourage young people to share relevant information about their individual circumstances with their families and if necessary will act as mediators.

10. SAFEGUARDING

High Close School follows [Barnardos Safeguarding and Protecting Children Policy and Guidance](#) which underpins our local [Safeguarding](#) policy.

We are working towards a society where children and young people are free to grow and develop their potential without fear of violence, abuse or exploitation. Children have a right to expect the school to provide a safe and secure environment. Any fears or worries they bring to the school environment should not go unnoticed by staff. Teachers need to be aware that effective SRE brings an understanding of what is and is not acceptable in a relationship, which can lead to a disclosure of a safeguarding issue. If any member of staff suspects that a child is a victim of abuse or is at risk of abused, they must follow the school's Safeguarding procedures for reporting their concerns.

11. PREGNANT SCHOOL GIRLS AND SCHOOL-AGED PARENTS

Pregnant girls have the right to remain in school for as long as they feel able to do so and schools have a duty to support them in this choice, unless medical needs dictate a home support package. Dfes Circular 10/99 makes clear that pregnancy is not a reason for exclusion from school as *'Health and Safety should not be used as a reason to prevent a pregnant pupil attending school'*. Although this may understandably cause anxiety for some, it has been noted that watching the reality of another girl's pregnancy unfold may lead to useful reflection and can open up effective discussion in SRE. Post birth, following an acceptable six-week medical check, a plan will be formulated with appropriate professionals to reintegrate the girl into full-time education where appropriate.

When a young person discloses that she is pregnant, the school will identify a key member of staff to co-ordinate education and support. A learning timetable will be developed, taking into account future exams, work experience opportunities and other educational commitments and opportunities. Additional holistic support needs will be identified and referrals made to appropriate support agencies. The school will contact the relevant placing LEA. In addition, Connexions partnerships have a role to play in this situation, and should develop an integrated support package for those teenagers who continue with their pregnancies.

The designated member of staff will discuss the level of confidentiality within the school and determine who may need to be informed. If there are Safeguarding concerns identified, this will be passed on following school procedures. The designated member of staff will undertake the necessary risk assessments, using the model for pregnant staff members as guidance. Contraception advice for post-birth should be made available to the young person.

Schools should acknowledge the additional needs that school age fathers or fathers-to-be may have, and offer the same support, guidance and advice that they provide to pregnant schoolgirls, signposting to local services if necessary.

When the relationship between the school age father and mother continues and the father wants to be involved, the designated staff member should ensure he is supported to attend antenatal and postnatal appointments, the birth itself and other necessary appointments, arranging authorised absence appropriately. With the school age mother's approval, he may also be invited to attend pre and post birth meetings between the school, other professionals and the young woman.

12. STAFF TRAINING

To enable staff to feel confident to discuss sex and relationship issues so they can better support young people in making positive choices, staff will be supported through regular training on SRE. Staff who feel comfortable with teaching SRE will be encouraged to access additional training and will be expected to cascade this knowledge with relevant team members.

13. OBJECTIVES FOR SEX AND RELATIONSHIP EDUCATION AT HIGH CLOSE SCHOOL

“SRE is lifelong learning about physical, emotional and moral development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity...”

(DFEE 2000)

Our Aims:

- To help support young people through spiritual, physical, emotional and moral development
- To deliver a quality sex and relationships education programme to pupils which is appropriate to their needs and meets national standards
- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and (appropriate) confidentiality are ensured
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and become/remain independent decision-makers
- To enable pupils to develop the ability to form positive, non-exploitative relationships
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- To enable pupils to understand the process of human reproduction
- To emphasise the role and the value of family life
- To enable pupils to know what is and what is not legal in matters relating to sexual activity
- To inform pupils of where they can go for further information and advice.
- To support staff to work effectively with young people on all personal relationship and sexual health issues.
- To work in partnership with parents, families and the wider community to promote positive relationships and provide effective support for young people.
- To deliver relationships and sex education through a whole-school approach to PSHME

Among the values promoted are:

- Respect for oneself and other people
- Taking responsibility for one’s actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others

Our desired outcomes

- Pupils are provided with accurate information to develop the knowledge, skills and understanding they need to live confident, healthy and independent lives
- Young people are taught about human sexuality in a way that encourages them to mature and respect themselves and others without prejudice
- Children and young people are informed about relationships, love, care and the responsibilities of parenthood as key building blocks of community, society and family life
- Young people are provided with information about different types of contraception, safer sex and how they can access information from local sources of advice and treatment
- Young people are supported to understand how the law applies to sexual relationships
- Pupils demonstrate confidence in talking, listening and thinking about feelings and relationships
- Young people make responsible and well-informed decisions about their lives
- Pupils feel prepared for the opportunities, responsibilities and experiences of adult life
- Young people feel informed and supported through the emotional and physical changes of puberty
- Young people develop positive values and a moral framework to guide their decisions, judgements and behaviour
- The incidence of teenage conceptions is reduced
- The incidence of sexually transmitted infections is reduced
- Young people have the skills to avoid being pressured into risk-taking behaviours

14. TEACHING STRATEGIES

Ground rules

Staff develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules the school promote include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Dealing with sensitive issues and distancing techniques

Staff working with young people on SRE should attempt to answer questions in an open and factual way. They should be aware of pupil's personal experiences, family background, culture and religious beliefs. Staff are expected to maintain professional boundaries at all times and use their judgement

and discretion when faced with questions which they deem to be of a sensitive nature. Staff should deal with issues related to sexual orientation honestly, sensitively and supportively but should not directly promote sexual orientation. Staff should refer to the High Close School [Staff Code of Conduct](#).

It is recognised that young people may need the opportunity to talk to a member of staff after SRE if they have further questions. Keyworkers in the residential and day units will be available for discussions about relationship issues with young people.

Teachers will avoid embarrassment and protect pupils' privacy by always de-personalising discussions. For example, role play will be used to help pupils 'act out' situations about fictitious characters. Case studies with invented characters, appropriate videos and visits to theatre-in-education groups will all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with questions

Staff will establish clear parameters of what is appropriate and inappropriate in a whole class/group setting. Below are guidelines the school encourages:

- If a question is too personal, staff will remind the young person of the ground rules. If the young person needs further support, staff can refer her or him to the appropriate person, such as a school counsellor, keyworker, helpline, or an outside agency or service
- If the staff member does not know the answer to a question, they will acknowledge this, and suggest that the young person or both together research the question
- If a question is too explicit, feels age-inappropriate, is inappropriate for the whole class/group, or raises concerns about sexual abuse, the staff member will acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the staff member must remember to talk with the young person later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's safeguarding procedures.

15. DESIRED LEARNING OUTCOMES

Good planning of the SRE curriculum puts the emphasis on the ability of pupils to make informed choices and take responsibility for their own actions, as well as simply imparting knowledge. The scheme of work is also organised in a way that will guarantee continuity and progression by linking inputs in PSHE with those made in science, RE and other subjects, and enabling pupils to revisit and extend their learning throughout their time in school. A basic component of good planning is the setting out what pupils are expected to learn in each key stage.

Ofsted (2002) provided the following statements as an illustration of desired learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DCSF and other guidance on SRE and they reflect elements of the (currently) non-statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of Key Stage 2

Pupils will be working towards having the ability to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will be working towards the knowledge and understanding:

- That the life processes common to humans and other animals include growth and reproduction*
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.

By the end of Key Stage 3

Pupils will be working towards having the ability 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 to 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 be working towards the knowledge and understanding:

- About the main stages of the human life cycle*
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- 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 sexual behaviour of young people
- The sources of advice and support
- About when and where to get help, such as at a genito-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 responsibility mean in relationships.

By the end of Key Stage 4

Pupils will be working towards being 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 promote 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 co-operatively with a range of people who are different from themselves.

Pupils will be working towards the knowledge and understanding :

- The way in which hormonal control occurs, including the effects of the sex hormones* 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 sexually transmitted infections 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 own 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 relationship 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

16. KEY DOCUMENTS AND REFERENCES

Hyperlinks:

[Sex and Relationship Education Guidance](#) issued by Dfee in July 2000

[SRE and Parents](#) – leaflet devised by the Dfes for parents including information about their right to withdraw their child from SRE

[SRE - support for School Governors](#) – factsheet produced by the National Children’s Bureau

[Sex and Relationships](#) Ofsted publication 2002

[Every Child Matters](#) website

[Ofsted](#) website

[Healthy Schools](#) website

[Teachernet](#) website

Publications:

Dfes publication 2006 ‘Teenage Pregnancy Next Steps: Guidance for Local Authorities and Primary Care Trusts on Effective Delivery of Local Strategies’

Department for Children and Schools 2008 ‘Government Response to the Report by the Sex and Relationships Review Steering Group’

Department for Children Schools and Families (DCSF) 2008 ‘Teenage Pregnancy Independent Advisory Group Annual Report 2007/8’

DCSF 2008 ‘Government Response to the 4th annual report of the TPIAG’

National Children’s Bureau (2009) ‘Sex and Relationship Education – past, present and future’

17. DETAILS OF LOCAL/NATIONAL SERVICES:

[ARC](#) youth counselling service

[Brook](#) Confidential information and support around sexual health to young people

[RU Safe](#) Barnardos project providing support to young women regarding personal safety, sex and relationships

[GUM](#) (Genitourinary Medicine Clinic, Reading) – service for young people who think they may have an STI

[Like it is](#) website giving young people access to information about all aspects of sex education and teenage life

[Sexual Health Promotion Team](#) – Berkshire West Primary Care Trust, Reading

[Better to know](#) – website providing support regarding STI

[NHS Direct](#) – website 0845 46 47

School Nurse – based at Wokingham Hospital 0118 9495055

Approved by Governors:.....

Date:.....