

Policy Review Sheets

POLICY NAME	SEX AND RELATIONSHIPS EDUCATION POLICY
IN CHARGE:	Stuart Day
REVIEWED (Date):	September 2017
PUPILS CONSULTED (Yes or N/A):	N/A
HOW:	
PARENTS CONSULTED (Yes or N/A):	Parent Forum Oct 17
HOW:	
STAFF CONSULTED (Yes or N/A):	Yes – CPSE teams
HOW:	This policy was drafted in the light of DFE and PSHE Association guidelines
GOVERNORS CONSULTED (Yes or N/A):	Yes
HOW:	It was forwarded to the school governors for approval and adopted as school policy.
WHERE IS POLICY ADVERTISED:	A copy will be available for all staff in the staff handbook and all parents will be given a copy on request; new staff will receive a copy as part of their induction.
Notes.	
1. This sheet should be at the front of each policy in the School Handbook	
2. If it is not appropriate to consult with any of the above parties write 'N/A' rather than No.	

THE CHANTRY SCHOOL

SEX AND RELATIONSHIP POLICY

Definition of Sex and Relationship Education (SRE)

SRE is a term which refers to the physical, emotional, intellectual, spiritual, moral, social and cultural aspects of a student's development, taking into account personal relationships, culture, beliefs and value systems, responsible attitudes and appropriate behaviour. SRE is a combination of the sharing of information and exploration of issues and attitudes about such topics as: marriage and family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health

Aim:

The overall aim of the programme is to support the physical, emotional and moral development of all pupils, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. The intention is to give pupils the skills and understanding they need to move with confidence from childhood through adolescence into adulthood. All pupils have the right to experience a programme of sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life. The school recognises that SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Key principles:

- The SRE policy and programme of study is in accordance with the National Curriculum statutory PSHCE programme of study for both KS 3 & 4 (National Curriculum Statutory Guidance 2014) and the law,
- All pupils have an equal entitlement to sex and relationship education,
- The school aims to promote self-esteem, self-confidence, informed decision making and development of positive values through SRE education,
- The sex and relationship education programme is firmly embedded in the CPSE framework,
- Staff will receive appropriate training and support so that they feel confident to deliver the programme,
- The school will regularly consult the pupils regarding their views of their sex and relationship education and contact parents/carers via letter to inform them of the time and nature of the lessons. At this point parents/ carers have the opportunity to opt their child out of SRE lessons,
- The school will regularly review the schemes of work relating to SRE to ensure the content and style of delivery is appropriate for the pupils involved,
- Where appropriate, external agencies will be invited to contribute to the SRE programme.

Objectives:

- To gain objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexuality, sexual relationships and information about confidential helping services,
- To discover what pupils know, understand, think and feel about their sexuality and to identify their needs,
- To create a spiral curriculum for progressive and differentiated learning sensitive to individuals and groups,

- To promote the ethos of caring and loving relationships which value and respect self and others.
- To promote an understanding of the responsibilities and consequences of one's actions in relation to sexual activity and parenthood,
- To enable pupils to accept variations in rates of growth and development physical, emotional and social,
- To understand the arguments for delaying sexual activity and the reason for having protected sex,
- To develop skills in handling personal relationships such as communication, assertiveness and responsibilities to minimise risk taking behaviour,
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviour,
- To gain opportunities to discuss some moral issues - hearing the points of view of others and respecting other people's decisions, rights and bodies,
- To avoid being exploited or exploiting others, including via technology,
- To link sex and relationship education to other issues of peer pressure like drugs, smoking and alcohol,
- To enable pupils to be informed and clarify their own attitudes towards friendship, sexuality and gender in order to promote equal opportunities,
- To deal with homophobic bullying,
- To be aware of the sources of help and to acquire the skills and confidence to use them,
- To ensure pupils understand how the law applies to sexual relationships.

Curriculum:

- The SRE programme is delivered through discrete timetabled CPSE lessons, specified science lessons, tutor time and cross-curricular reinforcement in subjects like RE, Humanities and English,
- The teaching and the materials will be appropriate to the age, and sensitive to the cultural background, of the pupils concerned. This includes such topics as puberty and adolescence, respectful relationships, appropriateness of actions, sexually transmitted infections, contraception, sources of confidential support or advice, abortion, values, beliefs and morality, government legislation, parenthood, biological reproduction, dealing with pressure, issues around explicit media relating to healthy relationships and homosexual relationships,
- The social, moral, spiritual and cultural implications of different decisions in relationships is considered across all year groups,
- As part of the SRE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts will be presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out. They will be made aware of the difference between fact, opinion and religious belief,
- The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the CPSE framework.

Values and Attitudes:

As well as knowledge and understanding pupils will be encouraged to consider the importance of the following values which are derived from the school ethos:

- respect, care and valuing of themselves and others,
- understanding and sensitivity towards the needs and views of others,

- an acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class,
- exploring, considering and understanding moral dilemmas,
- responsibility to the school, their family and the wider community; consequences of actions and implications of different choices,
- realistic discussion about the effects of early sexual activity and society's attitude towards this.

Skills and Abilities:

Pupils will be helped to develop the following skills:

- communication, including how to manage changing relationships and emotions,
- recognising and assessing potential risks,
- assertiveness,
- seeking help and support when required,
- informed decision-making,
- self-respect and empathy for others,
- recognising and using opportunities to develop a healthy lifestyle,
- managing conflict,
- discussion and group work.

Expectations:

Staff are expected to:

- create a positive and secure learning environment where sharing attitudes and values and asking questions is encouraged,
- ensure the outcomes and objectives of the schemes of work are covered at the appropriate time,
- refer any safeguarding issues arising to the named member of staff,
- keep communication between a teacher and a student confidential unless the conversation results in the teacher believing that the student is at risk,
- withdraw from these lessons any pupils whose parents/carers have requested the school to do so.

Pupils are expected to:

- follow the expectations for behaviour, value the contributions of others and keep comments of others during SRE lessons confidential,
- exercise maturity in undertaking all lesson activities during SRE lessons.

The subject leader is expected to:

- write to parents/carers before pupils' SRE lessons begin to inform them of the content, context and nature of the lessons with the option of withdrawing their children from PSHEE SRE lessons if preferred,
- provide pupils with sources of confidential support or advice when requested and may allow a student to visit a sexual health clinic during school hours if there is an urgent need,
- support subject teaching staff in delivering a sensitive topic,
- monitor and evaluate SRE, ensuring the unit of work respond to the needs of our pupils.

The Role of Parents and Carers:

Information on the content of the programme and examples of resources are available for parents/carers to view and letters or special evenings are arranged to inform parents/carers about some sensitive issues before they are presented to pupils.

Under the Education Act parents/carers have the right to withdraw their children from all or part of the SRE programme except for parts included in the statutory National Curriculum. Parents/carers wishing to exercise that right are asked to put this in writing to the Mr Day via the opt out slip. Once a child has been withdrawn they cannot later take part without parental approval.

Complaints Procedure:

Any complaints about the SRE curriculum should be made to the headteacher who will report to the governors via the link governor.

Monitoring:

- The Head of CPSE will monitor and evaluate SRE and consult the appropriate stakeholders to inform the schemes of work.
- The Head of CPSE and SLT link will monitor CPSE lessons annually and as part of subject reviews.
- A nominated governor will have a link role between the school and the governing body.

Specific Issues when teaching Sex and Relationship Education:

- Teachers are in a position of trust and are expected to work within the agreed parameters of this document,
- Disclosure or suspicion of possible abuse -teachers must be aware of the school Child Protection Policy as the teaching of SRE may raise the sensitive issue of child abuse. Where there is a suspicion or disclosure or sensitive information the teacher must speak to the designated member of staff, Mr Lake, Mr Hill or Mrs Clear,
- Confidentiality and advice –pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time pupils will be reassured that their best interests will be maintained and offered sensitive and appropriate support,
- Pupils will be taught about controlling fertility and safer sex as part of the sex and relationship education programme. This will include information on how all pupils, including under 16s can access local services for confidential advice and treatment. Pupils who are in difficulty must be directed to a senior member of staff and assured that they will be supported. These nominated members of staff have access to the appropriate outside agencies. Contraceptive advice may not be given to individual pupils by staff, however, pupils can be directed to the school nurse or appropriate outside agencies,
- If a member of staff becomes aware that a pupil is pregnant, they will immediately inform the school's nominated Safeguarding Officer who will work to ensure the welfare and well-being of the pupil is maintained,
- It is not the role of teachers to advise on health issues, in any detail. The school will always encourage the pupils to talk to their parent/carer and/or school nurse, young peoples' health service, (Time 4U) or GP first regarding contraception before the school is obligated to do so.
- Procedure for involving outside educators including health professionals in the delivery of the programme- External educators can make a valuable contribution to the sex and relationship education. They must be familiar with the policy and contribute to the programme as agreed

with the teacher, subscribing to our school moral and values framework, and using resources and methods agreed with the teacher. The teacher will be present during the session, and will negotiate their own role during the class, in advance,

- Procedure for supporting any members of the school community infected with HIV, Hepatitis B or C-staff should not expect to be informed of a student's or colleagues HIV or Hepatitis status. A member of staff who is told of a student's blood borne viral status, should inform the Head Teacher and no one else. She/he will tell the student this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure. First aid and control of infection practice should always follow current guidelines, and assume the blood spills can be infectious in some circumstances.