



CHS South

C017: Sex & Relationships Education Policy

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The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. **Introduction:**

- 1.1. CHS South believes that Sex and Relationships Education (SRE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the Personal, Social and Health Education (PSHE)/Life-skills curriculum. We believe that students have the right to high quality provision regarding Sex and Relationship Education in school.
- 1.2. The students in our school come from diverse backgrounds, expressing a spectrum of beliefs and values. The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.
- 1.3. The aim of this policy is to communicate to staff, governors, parents/guardians, visitors and students the manner in which SRE will be delivered and supported at CHS South, in accordance with the *Secretary of State's guidance on SRE*.

2. **Definition:**

- 2.1. According to Sex and Relationship Education Guidance, SRE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage or civil partnership for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

3. **What is effective Sex and Relationships Education (SRE)?**

- 3.1. It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health and promoting the spiritual, moral, cultural, mental and physical development of students at the school and of society. As well as preparing them at school for opportunities, responsibilities and experiences of later life. In our view, effective sex and relationships education incorporates:

3.1.1. Attitudes and values

Students are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. SRE can help students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

3.1.2. Personal and social skills

SRE encourages the acquisition of skills so that student's relationships with others may be positive, fulfilling and respectful. It helps them explore how to be themselves

in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication skills, assertiveness within a range of different situations and encourages the students to recognise opportunities to develop a healthy lifestyle.

3.1.3. Knowledge and understanding

SRE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice, stereotyping and “sex and the law”, thus giving an understanding of the nature and diversity of relationships and sexuality. It can provide an objective and balanced view of sexual matters, correcting any misinformation students may have gained. It can give them the information and understanding they need, in accordance with the student’s background and beliefs.

4. Legal Requirements:

4.1. National Curriculum Science – Sex Education (statutory)

- The formal SRE elements of the National Curriculum Science Orders across all key stages are mandatory for all students of primary and secondary age and cover the biological aspects of SRE.

4.2. National Curriculum PSHE – Sex and Relationship Education

- The national Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in SRE to support students through their physical, emotional and moral development.

4.3. In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

- All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is the school Governing Body’s responsibility in consultation with the Head teacher, to ensure that the policy is developed and made available to parents for inspection.

4.4. All secondary schools in England and Wales must provide SRE which includes education about HIV and AIDS and other STDs.

4.5. All parents have the right to withdraw their children from all or part of the school’s SRE programme except the formal SRE elements found in the statutory National Curriculum Science.

4.6. Section 28: This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with sexual orientation.

5. How is the Sex & Relationships Education (SRE) Curriculum organised:

5.1. The minimum statutory requirements that schools must deliver to all children based on the teaching requirements for Science from the National Curriculum are;

5.2. **Key Stage 3**

- That fertilisation in humans is the fusion of a male and a female cell.
- About 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.

5.3. **Key Stage 4**

- The way in which hormonal control occurs, including the effects of 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.

5.4. Our RESPECT, PSHE and Life Skills curriculum challenges pupils to become creative, happy and successful individuals. By focusing on three key strands, which include 'Health and Well-Being', 'Living in the Wider World' and 'Relationships', we aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. In Year 7 PSHE is delivered through English Oracy Lessons. All learners receive a PSHE lesson every week and the sessions are based on the Philosophy for Children programme and create a space for the discussion and exploration of challenging ideas. Year 8 is taught by the HOY and SLT link in their core lesson time; additional input on financial capability is delivered in core maths. Year 9 and 10 have a RESPECT curriculum meaning that statutory RE is taught alongside PSHE by experienced staff on a carousel. They have two terms for RE and term of PSHE per year and the lessons are quality assured and assessed as per other subjects. In Year 11, Life Skills is taught weekly in the Autumn Term. This allows the Year 11 team to deliver key college information, support college applications and careers education.

5.5. **Year 7:**

- Personal Attributes- to recognise their personal strengths and how this affects their self confidence and self-esteem.
- Types of relationships- nature, importance of marriage, civil partnerships and other stable, long term relationships; roles and responsibilities of parents, carers and children in families.

- Bully, abuse and gangs -Recognising bullying & abuse in all its forms and skills and strategies to deal with it; support services available.

5.6. Year 8:

- Health and Hygiene -preparation for changes to the body; what puberty is and what it entails; importance of taking increased responsibility for personal hygiene.
- Diversity and Sexual identity- the difference between sex, gender, identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexual identity.
- Substance abuse- the positive and negative roles played by drugs in society (including alcohol), the law relating to their supply, use and misuse, recognise and manage different influences on their decisions on the use of substances, including peer influence.
- Consent - that consent is freely given and that being pressurised, manipulated or coerced is not consent; the responsibility of the seeker of consent and the importance of respecting the decision.

5.7. Year 9:

- Types of relationships - about statutory and voluntary organisations that support relationships experiencing difficulty or in crisis, such as relationship breakdown, separation, divorce or bereavement; how to access such organisations; the reasons why parents choose to adopt or to place children for adoption.
- Substance Abuse - understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and who to talk to if they have concerns. Links to substance abuse and high risk behaviours.
- Readiness for Sex - to understand the consequences of unintended pregnancy and of teenage parenthood; the pathways available in the event of unintended pregnancy and the possible physical and emotional reactions and responses people might have to each option and who to talk to for accurate, impartial advice and support.
- Influence of the Media -about health risks and issues related to idealised and artificial body shapes, including cosmetic procedures.

5.8. Year 10:

- Sex in the Media - sexism, gender norms, boundaries, respect.
- Health & Hygiene - the effects of puberty and hormones; to take increased responsibility for monitoring their own health (including testicular and breast self-examination).
- Consent - to manage unwanted attention in a variety of contexts; to recognise the impact of drugs and alcohol on choices and sexual behaviour, to understand and

respect other's faith and cultural expectations.

- Substance Abuse - how lifestyle choices affect a foetus
- Brook provides a sex education day using external agencies for 100 selected Year 10 students.

5.9. Year 11

- Year 11 have specialist Brook lessons in the Autumn Term in separate gender classes.

6. How is Sex and Relationships Education taught?

6.1. The PSHE Coordinator and the pastoral team, jointly co-ordinate Sex Education and are jointly responsible for the overall planning, implementation and review of the programme. The PSHE and Life Skills Curriculum provide each member of staff with a framework for the delivery of SRE lessons and provide support as appropriate.

6.2. The school recognises the need to begin with students' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships.

6.3. In order to do this, teachers:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Provide for anonymity by using a question box (this also gives the teacher time to consult with colleagues)
- Encourage reflection

6.4. **Dealing with difficult questions**

- Teachers will use specific ground rules for this work which will clarify boundaries for children/young people.
- Teachers will clarify that personal questions should not be asked.
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the student or the whole class, then it should be acknowledged with a promise to attend to it later on an individual basis.
- If a question is raised that alerts a member of staff that a student is at risk of sexual abuse, then the school's Safeguarding Coordinator should be contacted.
- Teachers will clarify that students should not give out personal information in class

but speak to someone they trust after the lesson, e.g. school nurse, form teacher, mentor.

6.5. **Dealing with difficult topics:** Sex and Relationship Education can sometimes raise difficult areas for some schools, therefore the school needs to consider its approach and provide guidance to teaching staff to enable them to respond appropriate to questions raised by students e.g. questions around:

- Teenage pregnancy
- Contraception
- Abortion
- Lesbian and gay sexuality
- Masturbation
- Sexual Consent

6.6. The school draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve students and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where students' can practise and develop confidence in using communication, negotiation and decision making skills. Students are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

6.7. The school recognises that some aspects of SRE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. In addition, the school draws on the expertise of the School Nurse, Brook Advisory Service, charitable organisations that provide high quality resources and the safeguarding team if appropriate.

7. **Right of withdrawal:**

7.1. Sex and Relationships Education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the Education Act 1993, parents have the right to withdraw their children from all or part of the Sex and Relationships Education programme except for that part which occurs in the National Science Curriculum.

7.2. Parents need to be aware, however, that Sex and Relationships Education can occur at any time if it arises naturally from class discussion. They also need to consider whether they want their child withdrawn from all Sex and Relationships Education or just that part which deals explicitly with sexual intercourse and related issues. Discussions on feelings, values and relationships may well not be of concern.

7.3. Parents wishing to exercise this right are asked to make an appointment to meet the PSHE co-ordinator to discuss their concerns and if necessary school will make alternative

arrangements.

8. **Procedure for the Monitoring and Evaluating of SRE Provision:**

8.1. The policy and teaching programme will be reviewed every two years, based on the outcome of monitoring and evaluation. Senior staff with responsibility for PSHE and Life-Skills will take a key role in monitoring the progress of the policy. Monitoring of the SRE provision will include;

- Assessments of knowledge and understanding of information and issues addressed in SRE
- Students' responses to teaching content and methods through student voice activities
- Teachers' responses to teaching content and methods
- Learning Walk data from senior staff visit to lessons
- Evidence of students' increased self-responsibility and respectful attitudes to sex monitored by senior pastoral staff

9. **Relationship with other policies:**

9.1. **Curriculum:** Sex and Relationship Education form part of the PSHE and Life Skills curriculum and as such is planned, delivered, coordinated, assessed and monitored in line with the school's curriculum provision. There is a Senior Leader responsible for the quality assurance of its provision as part of the PSHE and Life Skills Curriculum.

9.2. **Anti-bullying:** This policy is linked to the school's broader policy on anti-bullying which also deals with issues surrounding sexuality and strategies to tackling homophobia in school.

9.3. **Safeguarding:** If any disclosure occurs during a SRE lesson or concerns are raised, teachers will contact our school's Safeguarding coordinator.

9.4. **Confidentiality:** Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

10. **Breaches of the Policy**

10.1. All staff members are under a contractual obligation to uphold the policy as with all other school policies but teachers have the right to opt out of teaching SRE if they feel uncomfortable with the topic.