



**Cleeve Park
School**

Sex and Relationship Education Policy (SRE) September 2016

1. Name of School: Cleeve Park School

Date of Policy: September 2016

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

2. The Consultation Process has involved:

- Review of SRE curriculum content by the Head of PSHE
- Consultation with the school nurse
- Consultation with school governors

3. Definition of Sex and Relationship Education?

The School bases its definition of SRE on the government DFE definition: *It is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.*

Cleeve Park promotes the values of respect, personal and social development of young adults and forming positive beliefs, attitudes and healthy relationships as a central part of its ethos.

4. Principles and Values

In addition Cleeve Park believes that SRE should:

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

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices; through the delivery of both PSHE and Religious Studies. As well as being reinforced by the school ethos promoted by all staff.
- Learning the value of family life, stable and loving relationships, and marriage, learning about the nurture of children in KS3 through PSHE lessons and the School nurse delivering lessons on consent and healthy relationships in Yr 9.
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas, developing critical thinking as part of decision-making and challenging myths, misconceptions and false assumptions about normal behaviour through the development of the PSHE and RS curriculum and KS3 and KS4

Personal and Social Skills

All of the following are a focus of PSHE sessions delivered in form time and are further supported by the use of Philosophy for Children in KS3 PSHE and Religious Studies lessons.

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages supported by the Science KS3 and KS4 curriculum and the school nurse delivering sessions on reproduction and contraception.
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception, including the avoidance of unplanned pregnancy, and the range of local and national sexual health advice, contraception and support services. This is delivered by the school nurse to every Yr 9 student within their RS lessons.
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay taught through the RS and PSHE curriculum.

5. Aims

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

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex, **including educating students about the signs and dangers of grooming and where to seek help.**

- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity in line with the school ethos.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary, **including the promotion of the school nurse they can see and the counselling on offer within school.**
- know how the law applies to sexual relationships, **including the issue of the distribution of inappropriate images by young adults and the consequences of doing so.**

6. Organisation and Content of Sex and Relationship Education

Cleeve Park specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Cleeve Park takes place within PSHE lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year. *See the PSHE curriculum and the PSHE audit of subjects delivering SRE content.(Appendix 1)*

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established, through contracting, which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Support is offered from the PSHE co-ordinator who will help with planning or delivery lessons if required.

Assessment is carried out at the end of every module and involves pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

7. Inclusion

Ethnic and Cultural Groups

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

Students with Special Needs (including PD students)

We will ensure that all young people receive sex and relationship education, and we will offer provision

appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

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

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

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

9. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Executive Head Teacher/Head of School of any disclosure unless the Executive Head Teacher/Head of School has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and half termly drop ins to assess the quality of teaching and learning in these sessions.

The Governors Staffing, Finance and General Management Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Health and wellbeing. Pupils should be taught:	Subject	Year	Term Taught
1. How to manage transition from primary to secondary school.	Summer School	Year 7	
2. How to maintain physical, mental and emotional health and wellbeing including sexual health.	ICT E-Safety	KS3	
3. Parenthood and the consequences of teenage pregnancy.			
4. How to assess and manage risks to health and to stay, and keep others, safe.	ICT E-Safety	KS3	
5. How to identify and access help, advice and support.	ICT E-Safety Drama	KS3 Year 7	
6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health.			
7. How to respond in an emergency including administering first aid.			
8. The role and influence of the media on lifestyle.	Media Studies	Year 10 Year 11	
	Religious studies	Year 11	
Relationships. Pupils should be taught:			
1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.			
2. How to recognise and manage emotions within a range of relationships.			
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.	ICT E-Safety Drama	KS3 Year 7	
4. About the concept of consent in a variety of contexts (including in sexual relationships)			
5. About managing loss including bereavement, separation and divorce.	RS	Yr 11	
6. To respect equality and be a productive member of a diverse community.	RS	Yrs 7 - 10	
7. How to identify and access appropriate advice and support.			

Living in the wider world: economic wellbeing, careers, the world of work. Pupils should be taught:			
1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.	Drama	Year 8	
	RS	Yr 10	
2. How to make informed choices and be enterprising and ambitious.	Women in computing	Year 7	
3. How to develop employability, team working and leadership skills and develop flexibility and resilience.	Drama	Year 9	
4. About the economic and business environment.			
	RS	Yr 12	
5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.	Media Studies	Year 10	
	Business Studies	Year 11	

To be reviewed: September 2018
To be reviewed by : Executive Head Teacher/Head of School