



# **Sex and Relationships Education Policy**

**Ref: CO17**

**Contents:**

- 1. Introduction**
- 2. Definition**
- 3. What is effective SRE?**
- 4. Legal requirements**
- 5. The SRE curriculum**
- 6. How is SRE taught?**
- 7. Right of Withdrawal**
- 8. Procedure for the monitoring and evaluating of SRE provision**
- 9. Relationships with other policies**
- 10. Roles and Responsibilities**
- 11. Monitoring and Evaluation**

<b>Document Control</b>	
Title	C017 Sex Education Policy
Date	September 2018
Supersedes	C017 Sex Education Policy adopted February 2016
Amendments	Policy re-written to include the further development of a PSHE and Life-skills Curriculum
Related Policies/Guidance	C006 Curriculum Policy C019 Life Skills Policy S002 Anti-bullying Policy S006 Confidentiality Policy S017 Safeguarding Policy
Review	1 year
Author	Ms S Burke
Date consultation completed	
Date adopted by Trust Board	

Prospere Learning Trust is a Multi Academy Trust  
Registered in England and Wales number 10872612  
Registered Office: Firbank Road, Manchester, M23 2YS

## 1. Introduction

Chorlton High School 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 PSHE/Life-skills curriculum. We believe that students have the right to high quality provision regarding Sex and Relationship Education in school.

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.

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 Chorlton High School, in accordance with the *Secretary of State's 2000 guidance on SRE*.

## 2. Definition

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?

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:

### a. **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.

### b. **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.

### c. **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

##### a. 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.

##### b. National Curriculum PSHE – Sex and Relationship Education

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

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 Headteacher, to ensure that the policy is developed and made available to parents for inspection.
- All secondary schools in England and Wales must provide SRE which includes education about HIV and AIDS and other STDs.
- 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.

##### c. Section 28

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

#### 5. The SRE Curriculum

##### How is Sex and Relationships Education organised?

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

##### 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.

**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.

**Chorlton High School also provides PSHE and Life-skills lessons to all students.**

- In Year 7, PSHE is taught through our innovative and exciting Oracy programme. This allows relevant personal and social issues to be taught by the English department whilst developing the vital skills of Oracy. This helps students learn how to develop opinion through exploratory talk and communicate their ideas successfully.
- In Year 8, PSHE is taught by the Head of Year and Assistant Headteacher for the year group. This one hour per half term allows the pastoral team to ensure they have taught every child in their year group and to address pertinent issues together.
- Year 9 and 10 both have the RESPECT curriculum. This has combined the statutory Religious Studies and PSHE into one curriculum allowing students to critically consider moral and ethical issues in society and their personal responses to them whilst recognising and accepting opinions that differ from their own. This curriculum also allows us to meet compulsory relationship and sex education with input from Brook, Manchester and George Harris trust.
- Year 11 have one hour per week dedicated to their Life-skills Lessons in the Autumn Term dedicated to Careers and College applications. There is no formal SRE teaching in this year so the quality of the provision in Years 7- 10 is paramount.

**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 and abuse in all its forms and skills and strategies to deal with it; support services available.

**Diversity, Discrimination and Rights** - The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities

**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.

### Year 9 - RESPECT Curriculum

**Diversity and Discrimination** – A lesson on equality laws and the protected characteristics in the UK with regard to discrimination. This includes gender, sexual orientation, reassignment status, marital status and pregnancy / maternity rights.

**Homophobia** is explored in detail as a form of discrimination. Using Stonewall Resources to support educating students regarding LGTBQ issues.

**Are U Ready?** A BROOK lesson that explores sexual activity, what that means and hopes and fears related to sexual relationships. It emphasises healthy trusting relationships.

**Pregnancy Choices – A Brook lesson** to help students 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.

**Contraception lesson** - A BROOK lesson that explicitly teaches all forms of contraception but focuses on the safe and effective use of the condom.

**Healthy Relationships** – An IMATTER lesson (provided by Healthy Schools) that explores healthy relationships and potential signs of unhealthy or abusive behaviours in young people's relationships.

**Sexting and the Consequences** – An IMATTER lesson that explores 'sexting' and its legal and moral consequences.

**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.

### Year 10 - RESPECT Curriculum

**Sex in the Media** - sexism, gender norms and how genders can be portrayed in the media and impact on people in real life.

**Consent – A Brook lesson** that explicitly teaches the line of CONSENT and how to ensure all sexual activity is consensual and healthy.

**Planet Porn** – A Brook lesson that explores how the increasing accessibility of porn can affect young people's understanding of the reality of sex and relationships.

**HIV Awareness** – in conjunction with IMATTER and Positive Speakers from the George House Trust students are taught about HIV, the risks and the myths and stigmas attached to the disease.

## 6. How is Sex and Relationships Education taught?

The PSHE Coordinator, the Curriculum Leader for RE, the Pastoral team and the RESPECT teachers, jointly co-ordinate Sex Education and are jointly responsible for the overall planning, implementation and review of the programme. A PSHE and Life Skills Curriculum provide the Head of Year 8 and link SLT with a framework for the delivery of one SRE lesson to be taught by the Head of Year and SLT link. To support these each Head of Year co-ordinates three tutor time lessons to support the lesson content per half term. Year 9 and 10 RESPECT teachers are provided with a lesson by lesson breakdown and accompanying lessons and resources. Visitors such as Brook, Positive Speakers from George House Trust support the delivery and provide teacher CPD.

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. 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

### **Dealing with difficult questions**

- Use specific ground rules for this work which will clarify boundaries for children/young people.
- 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.
- 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. All Brook lessons and IMATTER lessons clearly signpost where to access further support either internally or through their confidential services.

### **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.

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

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.

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. For example; Brook Advisory delivers one Year 8 lesson in the Autumn Term on Health and Hygiene that is then emulated by the Head of Year and SLT link for the remainder of the Year group. Brook deliver all Year 9 and 10 Sex Education lessons so the quality and consistency of the message can be assured. Teacher training is given by the PSHE co-ordinator to help the classroom teacher facilitate a BROOK session but have the confidence to allow them to lead and how to deal with any situation they might feel uncomfortable with.

## **7. Right of withdrawal**

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. 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. Parents wishing to exercise that 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**

The policy and teaching programme will be reviewed every 12 months, 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
- Under the Children and Social Work Act 2017, the government have committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools from 2020. This policy will need re-evaluating in place of these statutory changes by the PSHE Coordinator.

## 9. Relationship with other policies

### a. 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 an Assistant Headteacher responsible for the quality assurance of its provision as part of the PSHE and Life Skills Curriculum.

### b. 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.

### c. Safeguarding

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

### d. 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. Roles and Responsibilities

### 10.1 The role of the Governing Body

- Ensuring the policy is implemented within the school.
- Ensuring that the provision of SRE is of a high quality.

### 10.2 The role of the Headteacher

- Ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of SRE.

### 10.3 Staff

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

#### 10.4 Students

- To engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

### 11. Monitoring and Evaluation

A senior member of staff will be responsible for overall co-ordination and will lead the evaluation process of the whole school response to SRE.

The delivery of SRE is monitored by through:

- Planning scrutinies, learning walks, lesson observations.
- Students' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually as the school plans for the changes in the SRE and PHSE. This review will involve consultation with staff, students and parents.