



## **Carr Manor Community School**

# **Sex and Relationships Education Policy**

**This policy applies to staff, governors, pupils and parents/carers**

**Publication date: October 2019**

**Next review date: October 2020**

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

## **1. What is Sex and Relationship Education?**

SRE 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.

## **2. Principles and Values**

In addition, Carr Manor Community School 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 pupil 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 pupils 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 pupils.
- 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 at Carr Manor Community School has three main elements:**

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about 'normal' behaviour.

## **Personal and Social Skills**

- 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 pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- ensuring pupils are aware of their right to choose one's own partner without coercion or fear of coercion

## **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy and the issues relating to teenage pregnancy.

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 pupils 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.
- 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;
- understand the arguments for delaying sexual activity;
- understand the physical benefits of 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;
- know how the law applies to sexual relationships.

### **3. Organisation and Content of Sex and Relationship Education**

Carr Manor Community School specifically delivers Sex and Relationship Education through its Coaching Plus Programme, bespoke lessons, RE and Science lessons at KS3 and KS4. ICT delivers a SOW on cyber bullying in year 7.

Much of the Sex and Relationship Education at Carr Manor Community School takes place within the Coaching Plus programme and through bespoke lessons. External specialists and/or professionals and fellow colleagues work through these programmes of study. 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 are taught in every year.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils 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 pupils, the question may be dealt with individually at another time.

More expert teachers will give support to staff members who are uncomfortable with teaching certain aspects of the curriculum. Support will be offered from the support team or SLT if required.

#### **Classroom Practice**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or pupil) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other pupils

If a question is too personal, the pupil will be reminded of the ground rules. The pupil may then be referred to the appropriate health professional or outside agency via a member of the Safeguarding Team/applicable member of staff.

If a question is too explicit, seems too old for the pupil, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will

discuss their concerns with the Safeguarding Team, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

### **Learning Outcomes**

The following statements are offered as illustration of 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 DfE and other guidance on SRE and they reflect elements of the statutory framework for PSHE. **Those statements marked with an asterisk are part of the National Curriculum science requirements.**

#### **By the end of Key Stage 3**

##### **Pupils will be able 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 sympathy 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 know and understand:**

- That fertilisation in humans is the fusion of a male and female cell\*
- The physical and emotional changes that take place during puberty\*
- About the human reproductive system, including the menstrual cycle and fertilisation\*
- How the foetus develops in the uterus\*

- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people
- Where to go for help and advice such as the Sexual Health 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 differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean within a relationship

**By the end of Key Stage 4**

**Pupils will be able to:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently to seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves.

**Pupils will know and understand:**

- The way in which hormone control occurs, including the effects of sex hormones,\* some medical uses of hormones, including the control and promotion of fertility\*
- How sex is determined in humans\*
- How HIV and other sexually transmitted infections affect the body
- Self-image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work and where to get advice from
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access 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 raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

**Pupils will have considered:**

- Their developing sense of sexual identity and how to 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 benefit to both
- The impact of having children on their lives and the lives of others.

**SRE – Topics delivered within bespoke lessons:**

<b>Year Group</b>	<b>Sex content</b>	<b>Relationships content</b>
<b>7</b>	<p><b>Puberty in boys and girls</b></p> <p><b>Menstruation</b></p> <p><b>Personal hygiene</b></p> <p><b>Body image</b></p>	<p><b>Friendships</b></p> <p><b>Changing relationships</b></p> <p><b>Jealousy</b></p> <p><b>Trust</b></p> <p><b>Romantic relationships</b></p>
<b>8</b>	<p><b>Different sexualities</b></p> <p><b>FGM</b></p> <p><b>Forced marriage</b></p> <p><b>Healthy relationships</b></p> <p><b>Relationships, rights and safety</b></p> <p><b>Sharing sexual images</b></p>	<p><b>Physical affection</b></p> <p><b>Healthy and unhealthy relationships</b></p> <p><b>Keeping and losing friends</b></p> <p><b>Conflict</b></p> <p><b>Rights in a relationship</b></p>
<b>9</b>	<p><b>Contraception</b></p> <p><b>CSE</b></p> <p><b>Sexually transmitted infections</b></p> <p><b>Safe use of your phone</b></p> <p><b>What is consent?</b></p> <p><b>What is sex?</b></p>	<p><b>Abusive relationships</b></p> <p><b>Healthy and unhealthy relationships</b></p> <p><b>Sexual relationships</b></p>

10	<b>Contraception</b>  <b>Pregnancy and abortion</b>  <b>CSE</b>  <b>What is consent?</b>	<b>Relationships including;</b> <ul style="list-style-type: none"> <li>• <b>Sexual relationships</b></li> <li>• <b>Romantic relationships</b></li> <li>• <b>Healthy relationships</b></li> <li>• <b>What makes a good relationship?</b></li> <li>• <b>Changing family relationships</b></li> <li>• <b>Bereavement</b></li> </ul>
11	<b>Unplanned pregnancy</b>  <b>Pregnancy and abortion</b>  <b>Breast cancer and testicular cancer</b>	<b>Marriage</b>  <b>The impact of divorce</b>

#### 4. 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.

##### *Pupils with Special Needs*

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 pupils, 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.

#### 5. Right of Withdrawal of Pupils 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). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

If a parent wishes to withdraw their child from SRE they will need to meet with the Senior Assistant Principal to discuss their concerns and then confirm their decision in writing.

## **6. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Members of staff and the Child Protection Officer/Safeguarding Team are not legally bound to inform parents of any disclosure unless the Principal has specifically requested them to do so.

In a case where a member of staff learns from a pupil under the age of 16 years old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, 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 and social services where appropriate.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

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 Child Protection policy.

## **7. Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Principal 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 Governors are 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 pupils. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.