



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

SEX AND RELATIONSHIP EDUCATION POLICY

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

What Is Sex and Relationship Education?

Sex and relationship education (SRE) includes learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

We believe that SRE ensures that our students feel more confident and informed, respectful and responsible. Integrity and responsibility are two of our core values as a school and we believe that our SRE programme instills these values into our students.

SRE has three main elements: attitudes and values, personal and social skills, and knowledge and understanding. Through tutor time and drop down days, including health days planned and led by Directors of Year, SRE provides factual information on a broad range of topics including: puberty, sexual health, sexuality, relationships, contraception, reproduction and pregnancy.

Our Principles and Values

In addition Cannock Chase High 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 student to contribute to make our community better and aims to support each individual as they grow and learn;
- Be set within the wider school context and support 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, for example through our health days.

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 compass 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 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;
- know how the law applies to sexual relationships.

The above aims are approached in a non-judgmental, balanced and factual manner.

Organisation and Content of Sex and Relationship Education

Cannock Chase High School specifically delivers Sex and Relationship Education through its PSHE Programme (tutor time, assemblies and drop down days), RE and Science lessons at KS3 and KS4.

Much of the Sex and Relationship Education at Cannock Chase High School takes place within PSHE lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate, for example during health days. Form tutors work closely with their tutees 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 community. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE and SRE Programme and Science National Curriculum are taught in every Year.

Any SRE lesson may consider questions or issues that some students 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 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.

Assessment is carried out throughout the year and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

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

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.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. In accordance with the 1993 Education Act, 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.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher 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.

The teacher will need to fill in the 'initial concerns proforma' and inform the designated Child Protection Officers in the school.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

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.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Assistant Headteacher – Pastoral and Safeguarding, along with the link Governor to oversee and organise the monitoring and evaluation of SRE along with PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Date for Review: _____