



## Sex and Relationships Education Policy



*Adopted by Governors June 09*

Cheney School recognises that Sex and Relationships Education is primarily the right and responsibility of the parent/carer. The school provides Sex and Relationships Education to support parents in fulfilling this responsibility. If parents are unhappy with what the school provides in its basic curriculum with regard to Sex and Relationships Education, they have the right to withdraw their child/children from those aspects Sex and Relationships Education not covered by the National Curriculum Science Order.

This policy links to the PSHE policy, RE policy, Equal Opportunities policy, Confidentiality policy, SEN policy and Inclusion Policy.

This policy has been developed in consultation with the student council, PSHE department, RE Department, Science Department, governors and parents.

### Defining Sex and Relationships Education

Sex and Relationships Education is lifelong 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 and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching. (From DfEE Guidance 0116/2000)

### Aims and objectives

Based on the above definition, the aims of SRE in Cheney School are:

- to enable our students to better understand the nature of human relationships.
- to enable students to see the importance of marriage and stable loving relationships for the upbringing of children;
- to prepare students for the changes that occur with their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In Cheney School, SRE has three main elements, all of which are important for a balanced SRE programme:

1. Attitudes and Values
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage, and stable and loving relationships for 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.
2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict
- learning how to recognise and avoid exploitation and abuse.

### **3. 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 a delay;
- the avoidance of unplanned pregnancy.

### **The Moral Dimension**

The school recognises that it is a moral body in its own right. As part of the whole curriculum, the school seeks to explore issues of right and wrong. The School recognises that in the area of SRE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices, it promotes a view that stable loving relationships are the best context for sexual relationships and bringing up children.

### **Content of the School's SRE Programme**

The content of the school's SRE programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Citizenship contained in the National Curriculum Handbook for Teachers. Below follows a summary of that content as set out in the DfEE's Guidance 0116/2000, the PSHE Framework and the National Curriculum Science Order:

#### ***PSHE Framework***

##### *Key Stage 3*

#### **Developing a healthy, safer lifestyle**

- f) to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- g) to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

#### **Developing good relationships and respecting the differences between people**

- 3. Pupils should be taught:
  - c) about the nature of friendship and how to make and keep friends;
  - d) to recognise some of the cultural norms in society, including the range of lifestyles and relationships;
  - e) the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help;
  - f) about the role and importance of marriage in family relationships;
  - g) about the role and feelings of parents and carers and the value of family life;
  - h) to recognise that goodwill is essential to positive and constructive relationships;

- i) to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;
- j) to resist pressure to do wrong, to recognise when others need help and how to support them;
- k) to communicate confidently with their peers and adults.

#### Key stage 4

#### **Developing a healthy, safer lifestyle**

- 2. Pupils should be taught:
  - a) to think about the alternatives and long- and short-term consequences when making decisions about personal health;
  - b) to use assertiveness skills to resist unhelpful pressure;
  - c) about the health risks ... early sexual activity and pregnancy, ... and about safer choices they can make;
  - d) in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices;
  - e) to seek professional advice confidently and find information about health.
    - j) to know about the statutory and voluntary organisations that support relationships in crisis.

#### *National Curriculum Science*

##### Key Stage 3

- 1.
  - d) that fertilisation in humans ... is the fusion of a male and a female cell;
  - f) about the physical and emotional changes that take place during adolescence;
  - g) about the human reproductive system, including the menstrual cycle and fertilisation;
  - h) how the foetus develops in the uterus;
  - i) how the growth and reproduction of bacteria and the replication of viruses can affect health.

##### Key Stage 4

- 2.
  - f) The way in which hormonal control occurs, including the effects of sex hormones;
  - g) some medical uses of hormones, including the control and promotion of fertility;
  - l) the defence mechanisms of the body.
  - d) how sex is determined in humans.

The school recognises that SRE must be taught at both key stages and it appears in each year group's PSHE programme. In years 7-8, this is taught in PSHE lessons of 1 hour per week. In year 9-11, SRE education is delivered by school staff and outside professional agencies through dedicated PSHE days. The school's prospectus clearly states that SRE will be part of the PSHE programme. Parents wishing to see the SRE programme, the materials used and/or the PSHE scheme of work may do so by contacting the head teacher.

#### **Outcomes for SRE**

The outcomes for SRE in secondary education are clearly set out in the DfEE guidance 0116/2000 and through its curriculum, Cheney School aims to deliver these outcomes:

- 3.5 At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

develop positive values and a moral framework that will guide their decisions,

- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment;
- know how the law applies to sexual relationships.

### **SRE in the post-16 curriculum**

The school recognises the importance of continued health education in the post-16 context. Part of the post-16 PSHE curriculum will include Sex and Relationships Education which will considerably build on the KS4 curriculum. Students will be expected to further their knowledge, understanding and skills in this area by receiving input from staff as well as visits from Health Service staff and those in supporting agencies drawn from the locality. Parents of Sixth Form students wishing to withdraw their child from SRE would need to contact the Head of Sixth Form in the first instance.

### **The Delivery of SRE**

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour plan, 'Respect For Learning'. For more details about this, please visit the school website at

[www.cheney.oxon.sch.uk/itis](http://www.cheney.oxon.sch.uk/itis) the responsibility of the Science Department's staff to deliver the National Curriculum Science Order according to the scheme of work. Where specific sex education occurs, which is outside the National Curriculum Science Order, the school has a team of teachers trained specifically to deliver SRE within the secondary context. SRE is delivered as part of the school's PSHE programme and can be identified clearly within the school's programmes of work for each year.

### **Methods of Teaching and Resourcing**

In the delivery of SRE teachers use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation
- Video and PowerPoint presentations
- Outside agencies

### **Monitoring and Evaluating SRE**

SRE is monitored by the Head of PSHE whose responsibility it is to:

- ensure that SRE occurs in the school's curriculum according to the schemes of work for PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

The Head of Department will be given time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for each key stage.

### **Dealing with Sensitive Issues**

Teachers need to be aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no-one (teacher or pupil) will have to answer a personal question;

- no-one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

### **Visitors contributing to SRE**

From time to time as part of a planned module of work the school will invite in local experts on issues relating to SRE as well as using health and other professionals associated with the school. All school associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of the school and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the school in delivering its policy on SRE;
- when in class, visitors will be supervised by a teacher, who will be present at all times;

visitors will follow the school's child protection procedures if a disclosure occurs

We will endeavour to advertise these services throughout the school to ensure students are supported as fully as possible.

It is clear from government guidelines that when not in a classroom context, these professionals are covered by their own professional codes of conduct.

### Health professionals

7.16.1 Outside the teaching situation, health professionals such as school nurses can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception; and
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

### **Parental right to withdrawal from SRE**

As stated above, parents have the right to withdraw their children from SRE that falls outside the National Curriculum Science Order. They should do so in writing to the head teacher. When the head teacher receives such a letter she/he will invite the parents to a meeting, at which the she/he will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfEE support pack for parents who withdraw their children for SRE as presented in the school's basic curriculum. The right to withdrawal will be made clear in the school's prospectus. A copy of this policy will be made available to all parents who request it at the cost of photocopying or it will be e-mailed to them if required in.

### **Policy review**

The school will review this policy following the introduction of vertical tutoring and the subsequent restructuring of the school system in September 2009. Following this, the policy

shall be reviewed every 2 years thereafter.