



Cranbrook
School

1.27 SEX AND RELATIONSHIPS POLICY

1. PHILOSOPHY

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and has regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Consultation has included pupils via the School Councils, parents via the CSPA, staff and Governors.

Sex and relationship education, SRE, is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care, and the value of family life. It is about the emotional, social and cultural development of students and involves acquiring information, developing skills and forming positive beliefs, values and attitudes and is a key aspect of PSHE, Personal, Social, Health and Economic Education. The School uses SRE to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility in a way which allows pupils to ask and explore moral questions.

SRE has three main strands in the School:

1.1 Attitudes and values:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning about 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

1.2 Personal and social skills:

- Learning to manage emotions and relationships confidentially 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
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

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| <u>Date Approved:</u> | October 2017 |
| <u>Date of Renewal:</u> | October 2020 |
| <u>Reviewed by:</u> | E&WC |
| <u>Ownership:</u> | Deputy Head / E&WC |

1.3 Knowledge and understanding:

- Learning and understanding physical development at appropriate stages
- Understanding sexual health, human sexuality, reproduction, emotions and relationships
- Learning about family planning and the range of local and national sexual health advice, contraception and support services (including education about HIV and AIDS - and other sexually transmitted diseases)
- Supporting students to make wise and informed choices regarding sexual activity
- Developing an awareness of sex and the law
- Developing an understanding of the diversity of relationships and sexuality
- An understanding of the difference between consenting and exploitative relationships
- Understanding internet safety issues such as sexting and sharing of images
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

The aim of SRE at the School is to provide balanced and factual information about reproduction, together with consideration of 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 the kind of relationship they want
- Understand the consequences of their actions and behave responsibly within sexual and personal 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 arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Have sufficient information and skills to protect themselves and a partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV/AIDS
- 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
- Be aware of the significance of marriage and stable relationships as key building blocks of community and society
- SRE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching

2. IMPLEMENTATION

- The School will provide a coherent, well-balanced programme of sex and relationships education that:
 - reflects the age and maturity of the students.
 - meets the particular needs of both boys and girls

- The School delivers SRE through its PSHE programme, Biology and RE lessons supported by input in tutorials and some assemblies
- Much of the SRE takes place within PSHE lessons where the teaching staff are confident and competent in leading discussions on the issues involved in an open, supportive and inclusive atmosphere. Our Medical Centre staff also offer support and advice for students
- The School believes looking after pupils' sexual health, well being and decision making in an open manner will help them to enjoy their life at School as well as being effective members of their community who can reach their own personal potential
- All pupils in years 7 – 11 have a PSHE lesson as part of their timetable each week. These lessons are all co-educational, and help pupils to see matters from the other gender's point of view
- All classes are encouraged to set their own ground rules, and PSHE staff are well aware of the need for ground rules to ensure respect and confidentiality which is key in all lessons and especially SRE lessons
- Sexual health, supported by accurate knowledge of sexual health issues, is seen as key to our SRE education. To this end information is readily available, both in the PSHE rooms and the Medical Centre. Staff in the Medical Centre can provide help and advice on such matters from a medical as well as an educational standpoint
- In PSHE in Year 7 the emphasis is on factual biological information and is designed to cohere with the biology curriculum on human reproduction in the Autumn term. Students are given clear guidance on how to protect themselves from sexual exploitation online in particular
- In PSHE in Year 8 the focus is on the changing nature of relationships for teenagers, empowering them to make informed choices about romantic relationships, and helping them to find reliable sources of information and support both at school and online. The dangers of interacting with the wrong sources of advice and support are specifically addressed
- In PSHE Year 9 SRE lessons concentrate mainly on biological aspects and puberty, with some input on family values, family planning, contraception and sexual health. Time is spent discussing relationships and decision making skills
- Year 10 SRE lessons build on year 9 learning and concentrate on family planning issues, highlighting the need for discussions and honesty within relationships. Classes are also encouraged to discuss issues such as teen parenting, sexuality and homophobia
- Year 11 SRE lessons again build on previous knowledge and involve more discussions and debates on issues such as decision making skills and assertiveness, sexuality, abortion, adoption and single sex families
- Throughout KS 3 & 4 the biological aspects of human reproduction are taught in Biology lessons as per the National Curriculum and RE lessons address many ethical issues. Biology, RE and PSHE staff coordinate their approach to SRE teaching, though it is agreed PSHE always offers more opportunities for discussion of matters such as decision making skills, relationships and moral issues
- Year 12 pupils have opportunities to discuss these issues in their tutor groups and during set-piece PSHE talks such as the Chlamydia talk given by visiting trained speakers. Also the Medical Centre runs a Chlamydia test centre and the "Get It" free condom and sexual health scheme, both providing opportunities for pupils to discuss sexual health with trained nurses
- This spiral curriculum encourages confidence and therefore more open and frank discussions within the secure PSHE setting
- This policy is available to all staff and parents via the School's website

3. PARENTS RIGHT OF WITHDRAWAL

- Parents are informed, in the School's starting details and one of the Headmaster's letters to parents each year, of their right to withdraw their sons and daughters from all SRE lessons apart from the factors covered in the National Curriculum. If a parent should request this they would be asked to discuss their decision with the Headmaster and the Head of PSHE so the full implications of such a decision could be discussed, and a supportive framework could be put in place for the pupil/s concerned

4. ROLES AND RESPONSIBILITIES

- The PSHE department consists of a small team of staff who are comfortable and confident in discussing aspects of SRE, and training is made available to ensure their knowledge and skills are accurate and up to date
- All PSHE staff are aware of their role as educators and know they cannot give advice on individual SRE matters and that they cannot offer unconditional confidentiality
- All staff at the School, plus relevant visitors, are made aware of this policy, and new staff are given information on this and other policies early in their time at the School
- This policy is drawn up after discussion with the student body, via PSHE lesson, Student Councils, parents – via the CSPA, staff and governors
- Medical Centre staff are integral to SRE at the School. They support PSHE staff, for example with talks on Testicular Cancer and Breast Cancer, and they willingly support pupils on a more confidential and advice based forum than is possible in PSHE lessons
- Help and support is also offered via the Drop-In Clinic and Student Listeners, plus all staff in School; all in line with the Safeguarding and Child Protection Policies

5. MONITORING AND EVALUATION

- Regular quizzes, tests and evaluation exercises are used in PSHE lessons, and these are used to help evaluate this policy. Questions and discussions in PSHE are used to monitor students' learning, attitudes and awareness
- It is the responsibility of the PSHE Coordinator to oversee the monitoring and evaluation of PSHE, in the context of the overall School plans for monitoring the quality of teaching and learning. The Departmental Improvement Plan is prepared annually for inclusion in the School Improvement Plan
- This policy is reviewed annually by the PSHE staff and is updated as appropriate
- The Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy