



# **Sex and Relationships Education Policy**

## **Ref: CO17**

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## 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 Respect and Life Skills curriculum across all key stages. 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 statutory guidance for relationships education, relationships and sex education (RSE) and health education, published in June 2019 and mandatory from September 2020. As a school, we have implemented a new RSE framework across both keys stages from September 2019 in accordance with the new guidelines.

## **2. Definition**

According to relationships education, relationships and sex education (RSE) and health education, the framework will teach students "To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy." It is about the understanding of the importance of marriage or civil partnership for family life, different types of relationships including 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 physical, spiritual, personal, social, moral, spiritual, cultural and mental development of students at the school and of society. As well as preparing them at school for opportunities, responsibilities and experiences of later life. As a school, 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, influence of the media, 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. **Education Act 1996.**

As an academy we are required by our funding agreement to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

##### b. **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.

##### c. **National Curriculum PSHE – Sex and Relationship Education**

The national Sex and Relationship Education Guidance (DfE, June 2019) 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 for 2020, 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, AIDS and STDs.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE except the formal RSE elements found in the statutory National Curriculum Science. There is no right to withdraw from Relationships Education or Health Education.
- The school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should provide the child with sex education during one of those terms.
- If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

#### 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 a Respect Curriculum (formally PSHE) and Life-skills lessons to all students.**

The Respect curriculum also allows the school to meet compulsory relationship and sex education with input from Brook, Manchester and the George Harris trust.

- In Year 7, Respect is taught through our innovative and exciting oracy programme and students have at least one hour per half term dedicated to this subject. 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, students study Respect one hour a week with their form tutors and explore key social issues, designed to allow students to begin to form personal opinions and use their voice for change in a safe, supported learning environment. Students have opportunities to debate, research and explore a wide variety of challenging and socially relevant topics such as hate crime, sex education, bereavement and Internet Safety.
- In Year 9 and 10, the Respect curriculum has been combined with 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.
- 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:**

**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.

**Mental Health and Wellbeing** – exploring healthy minds and healthy bodies and how this can support students' school life. An opportunity to explore wellbeing strategies available to students in and out of school.

**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

**Influence of the Media**- internet and digital safety awareness, how young people are portrayed in the media and how this can impact self-confidence and resilience.

### 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. Students will learn basic first aid and how to support others around them.

**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. A Brooke delivered session on the dangers of sexting and social media.

**Careers**- an opportunity for students to explore different careers available to them, support and advice on the Year 8 options process and their GCSE choices.

**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.

**Community**- an exciting opportunity for students to choose a social issue that they are passionate about to raise awareness and fundraise for. For example, environment, Help Refugees etc. This will also credit students on their LORIC Pastoral Curriculum.

### Year 9 - RESPECT Curriculum

**Diversity and Discrimination** – A lesson on equality laws and the protected characteristics in the UK about 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 LGBTQ 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 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. Year 7 students' access SRE through their bespoke Oracy Curriculum within English. Year 8, 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
- LGBT 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 SLT link 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 DFE Sex and Relationship



Guidance for 2020, parents have the right to withdraw their children from all or part of the Sex Education programme except for that part which occurs in the National Science Curriculum.

Parents need to be aware, however, that Sex Education can occur at any time if it arises naturally from class discussion. Parents wishing to exercise that right are asked to put their request into writing, after which there will be an appointment made to meet the SLT Link for the Respect Curriculum to discuss their concerns and if necessary, school will make alternative arrangements. A copy of withdrawal requests will be placed in the pupil's educational record. It should be noted that under the new guidance, a child can request to receive sex education three terms before the child turns 16 and school should provide this in at least one of those terms.

Parents can gain further support by visiting:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

## **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 Respect 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

## **9. Relationship with other policies**

### **a. Curriculum**

Sex and Relationship Education form part of the Respect 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 Respect 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.