

**CHANTRY HIGH SCHOOL
SEX AND RELATIONSHIP EDUCATION POLICY**

This Sex and Relationship policy has been written in conjunction with the Guidance Ref:0116/2000

WHAT IS SRE AT CHANTRY HIGH SCHOOL?

Sex and Relationship education (SRE) at Chantry High School aims to support pupils through a very important stage such that they develop the ability to make informed, responsible choices and decisions, and share happy, healthy, fulfilled lives. This is achieved by helping them to develop knowledge, skills and attitudes surrounding physical, moral and emotional development and well being. SRE aims to promote the importance of marriage and other stable, loving and mutually respectful relationships in the context of a family. It also aims to provide teaching on the physical and emotional aspects of relationships, sex and sexual health. The programme also incorporates goal setting, managing risk and decision making with a view to raising aspirations in order to reduce the risk of unwanted pregnancy, secure future economic well being and live a healthy lifestyle.

SEAL learning objectives are incorporated into the framework with a view to developing pupils' social and emotional wellbeing in SRE.

There is no intention to promote sex, sexual activity or any particular sexual orientation; indeed the benefits of delaying sexual activity should be promoted throughout.

For SRE lessons staff should plan lessons and expect and promote behaviour and attitudes that seek to include all, as is expected across all areas of school life. Homophobic attitudes and behaviour should not be tolerated and incidents should be reported as indicated in the school diversity policy (ref: Diversity policy).

The learning objectives consist of three main elements: (Pg. 5 Guidance 0116/2000)

1. Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- 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; and
- 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 delays; and
- the avoidance of unplanned pregnancy.

THE CURRICULUM

The aim of the SRE programme is to deliver a balanced curriculum to both boys and girls with equal entitlement to access all topics. As with all areas of the curriculum, lessons should be planned and delivered to be inclusive of and accessible to all pupils.

If a pupil is absent from a particular lesson tutors should ensure they catch up with the work missed. The spiral curriculum also serves to minimise the impact of missed SRE lessons.

SRE at Chantry High School will where possible be tailored to directly address issues affecting its pupils. Chantry is in an area of high teenage pregnancy and hence aims to address this by providing quality SRE in order to equip young people with the knowledge and skills they need to avoid unwanted pregnancy.

SRE is delivered largely through the PSHE curriculum. PSHE curriculum time consists of one 50 minute lesson per week timetabled on a rolling basis and is delivered by form tutors in tutor groups.

The following SRE topics are delivered within the PSHE programme:

Schemes of work and learning objectives for the modules listed can be accessed via the school network in the PSHE area.

Key Stage 3

Year 7 - Growing and Changing - Puberty, friendship and love, family life and relationships

Year 8 - Making Choices - Close relationships, what is sex, conception, when is sex right/wrong, sex and the law, what is contraception.

Year 9 - Avoiding the Consequences - Sex and contraception, sexually transmitted diseases, unwanted pregnancy, Sex and alcohol

Key Stage 4

Year 10 - Health Conference Morning – Discussion based Sexual Health sessions delivered by trained professionals providing teaching, information and signposting on sex, contraception and STIs.

The following aspects of SRE are delivered within the science curriculum.

Key stage 3

- The anatomy of internal and external male and female sex organs
- The physical and emotional changes that occur during adolescence
- The menstrual cycle
- Sex cells and the processes of fertilisation and sexual intercourse
- Foetal development
- How the growth and reproduction of bacteria and the replication of viruses can affect health

Key stage 4

- Hormonal control of the menstrual cycle and the development of secondary sexual characteristics
- The use of hormones to increase and decrease fertility including use of the contraceptive pill.
- Types of diseases, ways in which they can be transmitted and methods of treatment including the body's own defence mechanisms.
- The mechanism of human sex determination
- Drugs and their effect on the body

DELIVERY OF SRE AND WHO IS RESPONSIBLE

The SRE programme framework and progression within the PSHE programme is set by the PSHE coordinator in consultation with Assistant Heads responsible for the upper and lower schools respectively who hold accountability.

PSHE is delivered by form tutors, the school nurse and appropriately qualified and selected outside speakers (see below for guidance on how to engage visiting speakers)

A range of suggested resources and activities are provided by the PSHE coordinator for delivery by tutors. Tutors then select materials that they feel are appropriate for their group. Tutors may also select their own appropriate materials within the learning objectives of the unit, in consultation with the PSHE coordinator. Consideration of the age and developmental stage of the pupils should always be taken into consideration when selecting materials for delivering SRE.

Individuals who deliver SRE should endeavour not to express their own personal beliefs or attitudes. They should work within the School PSHE and SRE policies to give accurate and balanced views on all aspects of sex and relationships and related issues including gender and sexuality issues.

It is expected that the correct biological terminology is used. Pupils using inappropriate terminology should be corrected. Instances of continuing use of inappropriate language should be dealt with according to the school's behaviour policy (ref: Behaviour policy).

Contraception and the prevention of unplanned pregnancy – information and guidance

Within the SRE programme pupils are given knowledge, information and guidance on the purpose and types of contraception available, as well as information on the role of condoms in the prevention of STIs.

Contraception is never given out by school staff. In all situations pupils should be signposted to suitable individuals and organisations including the school based health service WizeUp, which can provide further advice and support on reproductive and sexual health matters.

Condom demonstrations in SRE

Condoms may be demonstrated to pupils within an educational context however this should only be done by condom-trained staff using anatomically correct demonstrators. Condoms provided for pupil use in this context should be for use in the lesson only and should not be taken out of the classroom. **School staff must not provide pupils with condoms intended to be used in sexual activity. This can only be done by a qualified nurse.** During SRE lessons pupils should be signposted to a school nurse drop-in session or the school based health service drop-in (WizeUp) or other agencies that can provide confidential support and advice.

Visiting professionals delivering SRE lessons

Refer to the Visitors Policy for how to engage visitors in SRE, to ensure they work within the school's policy and curriculum frameworks and for the protection of all involved.

In general the person organising the visit should have previously agreed the learning objectives for the lesson as well as the general content, format and timescale for the lesson. A CHS teacher should be responsible for supervising the pupils at all times. External visitors must not be left alone with pupils in recognition of the fact that visitors are unfamiliar with individual pupils and school procedures and policies.

Ground Rules

Ground rules promote the discussion of sensitive issues within clear boundaries. They protect staff and pupils from potentially embarrassing situations and also encourage free discussion in an environment of mutual trust. Ground rules are agreed between teacher and pupils prior to the lesson starting and should be displayed throughout the lesson. Pupils not adhering to the rules can thus be referred to them. It is suggested that ground rules be written onto large paper and revisited and added to during subsequent lessons. Suggestions of possible rules that may be agreed are:-

You don't have to answer or join in if you don't want to
Don't direct questions at individuals
Don't laugh at others

Listen to each other
Give everyone a chance to talk
Keep all information discussed confidential
Use the correct terminology
Don't use information discussed against people
Don't deliberately embarrass others
Discuss in the third person

Signposting

All units dealing with sensitive issues should include a Signposting activity to give pupils detailed up-to-date information on where to get further information, advice and support. This information can be obtained from the PSHE coordinator.

Teaching Styles

Teaching of SRE should involve active and interactive methods, as well as allowing pupils time reflection and evaluation of learning. Appropriate discussion activities should be used as well as scenarios, group work and role-play to encourage pupils to explore topics for themselves and to begin to appreciate, tolerate and understand the differing and diverse feelings and viewpoints of others.

Assessment

SRE is assessed within the framework of the PSHE programme (ref PSHEE&C policy for how this is carried out at CHS)

CONFIDENTIALITY

At Chantry High School a child's right and desire for confidentiality should be respected by staff unless there is a Safeguarding concern. Any such concern should be dealt with in accordance with the school's Safeguarding Policy. If a member of staff becomes concerned about a pupil's safety through disclosure or otherwise, they must pass this on to the member of staff designated responsible for Safeguarding issues via a pink sheet. How this information is used is ultimately the responsibility of the Head Teacher.

Refer to the school Safeguarding policy for information on how to deal with Safeguarding disclosures and concerns.

When delivering SRE staff must notify pupils that they cannot guarantee confidentiality in circumstances where theirs or others safety may be of concern. This should ideally be done during the setting of class ground-rules. See below for guidance on the setting and use of ground rules.

Health professionals (such as a school nurse) working with young people outside the context of a lesson, are bound by their own professional codes of conduct with regards to confidentiality. They can give one to one advice to pupils and act within their own professional protocols regarding confidentiality and safeguarding matters.

WORKING WITH SEXUALLY ACTIVE YOUNG PEOPLE AT CHANTRY HIGH SCHOOL

If through disclosure or any other method, a member of staff has reason to believe an under 16 pupil is sexually active a pink Safeguarding sheet must be completed and passed to the member of staff designated responsible for Safeguarding issues.

The "CHS policy for working with sexually active young people" will then be followed in order to determine the next steps, and ensure correct documentation is in place.

MONITORING AND EVALUATION OF SRE

The SRE programme will be reviewed annually within the PSHE programme by the PSHE coordinator. The content of the programme will be altered according to evaluation of the previous years programme. Results of pupils and staff questionnaires and feed back comments will be used to evaluate the impact of the programme and inform the changes to be made. The school council should also be consulted on the content and delivery methods of PSHE as a whole.

Pupils' progress should be assessed at the end of all SRE units within the PSHE assessment framework. Teacher, peer and self assessment methods are all used to indicate progress in PSHE and Citizenship. In SRE pupils are assessed against the end-of-key-stage statements for PSHE. Each pupil receives a PSHE /Citizenship assessment card with sections for self and teacher assessment in each topic. Form tutors report on pupils progress and attainment in the PSHE programme as a whole (including SRE) on an annual basis.

Monitoring of SRE delivery and assessment will take place on a regular basis by the PSHE coordinator and assistant heads.

The SRE programme in the 6th form is the responsibility of the Head of 6th form. The PSHE co-ordinator will assist with progression from KS4 and in providing suitable material to be used.

THE ROLE OF PARENTS/CARERS

Parents/carers and school are a partnership in the provision of a well-planned programme. We welcome the support of parents and carers. Pupils should be encouraged to talk to their parent/carer in the first instance on matters involving sex and relationships.

Parents have an important and central role to play in regard to helping their child's physical and emotional development throughout adolescence and life. They have the right to withdraw their children from all or part of the sex and relationship education provided at school except those parts included in the National Curriculum (Pg. 21/22 SRE Guidance).

Any queries regarding the SRE programme should be directed to the school who will welcome an open discussion so alternative arrangements can be made and we request that this is done in writing.

If members of staff have any concerns or queries they should initially inform a senior member of management team within the school. If a matter cannot be resolved then school the Local Education Authorities recommendations will be followed.

REVIEW OF THE POLICY

The Sex and Relationship policy has been written in conjunction with the Headteacher, Heads of Upper and Lower school, PSHE education co-ordinator and a School Governor.

This policy will be made available on demand to all staff, governors and parents for consultation This policy will be reviewed on a 2/3-year cycle in line with other school policies.

It will be reviewed by the Senior Leadership team, the PSHE co-ordinator and parent/governor representatives. Contributions and comments will also be taken from the student council.