

# Chaseterracetechnologycollege

## SEX AND RELATIONSHIPS EDUCATION GUIDANCE TO SCHOOLS

Written and last reviewed September 2012

Reviewed April 2016

### EXECUTIVE SUMMARY

#### Section 1: Introduction

This document on sex and relationships education (SRE) replaces existing guidance to schools (DfES0116/2000) (section 1.1).

It provides guidance to primary, secondary, special schools and pupil referral units (PRUs) in England on all matters relating to SRE, including how good quality SRE can be planned and delivered, how to develop an SRE policy and how to support the health and social needs of all pupils with regard to sex and relationships (section 1.1).

The guidance is relevant to all staff, and those responsible for co-ordinating and teaching SRE in schools; and to senior managers in schools, LAs and PCTs. It is also useful to all professionals, working with and for young people to deliver SRE, improve sexual health and relationships, reduce health inequalities and support school improvement (section 1.2).

Effective SRE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. Schools provide a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths (section 1.3).

The guidance sets SRE in the context of the Government's strategies to improve the health and wellbeing of children and young people. It recognises the duty on schools to promote the wellbeing of its pupils and outlines the contribution that good quality SRE makes to helping young people deal with the health challenges they face in adolescence and in supporting their wider wellbeing (section 1.4).

There are a number of statutory requirements on schools in relation to SRE. In particular, Headteachers and governing bodies are required by law to have regard to the guidance (section 1.5).

The Government is legislating to make PSHE education and statutory provisions are included in the Children, Schools and Families Bill currently before parliament (section 1.6).

#### Section 2: Understanding SRE

SRE is learning about our bodies, our health and our relationships. It should be taught gradually based on factually accurate information (section 2.1).

SRE should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices (section 2.2).

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SRE should be taught through the statutory requirements of the National Curriculum Science Order and through well planned Personal, Social, Health and Economic (PSHE) education. It should start in primary schools and develop through all Key Stages (see section 2.3).

Schools should ensure that SRE is accessible to all pupils including those with special educational needs (SEN) (see section 2.3).

Evidence shows that comprehensive programmes of SRE can have a positive impact on young people's sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy (see section 2.4).

Although standards in PSHE education have improved the quality of SRE delivered in schools is still variable. Young people want teachers to be better trained and to cover more about relationships as well as biological topics (see section 2.5).

Parents and carers should be involved in the development of SRE. They have the right to withdraw their children from SRE taught outside of the national curriculum, but if they choose to withdraw their children from school provision they have a responsibility to provide alternative SRE. Where good communication between schools and parents/carers has been established, the numbers of parents choosing to withdraw from SRE has usually been very low (see section 2.6).

### **Section 3: Planning and Teaching Effective SRE**

There are a number of underlying principles that guide the way SRE is presented to children and young people. It should be factually accurate, evidence-based and age-appropriate; be sensitive to faith and cultural perspectives; promote equality, inclusion and acceptance of diversity; promote strong and stable relationships; and provide children and young people with a clear sense of rights and responsibilities (section 3.1).

All primary, secondary, special schools and PRUs must have an up-to-date sex and relationships education policy, drawn up by the governing body in consultation with pupils and parents and available to pupils and parents for inspection. It should set out how SRE will be taught and reviewed (see section 3.2).

Chase Terrace have established specialist teams of SRE Support Workers and Health Specialists to teach SRE. Class tutors will not be expected to teach all aspects of SRE if they have not received specific training to do so. SRE will not be delivered in tutorial time because there is not enough time to do it properly.

Other curriculum subjects such as **Citizenship, Science, Health and Social Care, PE, RE, Philosophy and Ethics** support the delivery of SRE. Schemes of work are prepared to identify the elements of SRE taught across subjects and to show how the requirements of SRE within PSHE and the National Curriculum are covered.

Teaching strategies at CTTC include using interactive learning methods that support participation and encourage reflection; establishing ground rules, and responding to/being conscious of pupils existing knowledge and experience (see section 3.7).

CTTC assess pupils' learning by focussing on reflection and feedback from the students to give them a stake in the process, helping to ensure that it meets the needs of the students in school. In this way CTTC involves Students in the audit and review of current provision, design, planning and evaluation of SRE (see section 3.8 and 3.9).

Partnerships are continuing to develop and we have already actively sought and engaged with some parents via parent's forum. We will continue to build on these relationships and further develop partnerships with parents/carers, community organisations, such as faith, cultural groups, health professionals and youth workers, this is hoped will improve community cohesion, minimize withdrawal as well as achieve teaching and learning of SRE in schools (see section 3.10).

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As part of their general responsibilities for the strategic direction of the school, governors and senior managers have a key role to play in the development of their school's SRE programme and policy. LA SRE advisers and colleagues in PCTs and other children and young people are well placed to provide strategic advice and guidance on SRE policy development (see section 3.11, 3.12 and 3.13).

#### **Section 4: SRE within a whole-school approach**

SRE in the classroom needs to be supported by a whole school approach that includes the school's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community (see section 4.1).

Specialist and one-to-one support is available to answer questions of a personal nature and to inform children and young people about sources of help and advice (see section 4.2).

#### **Section 5: Resources for teaching and training**

Teaching materials and resources are regularly reviewed. Feedback from students and teachers is incorporated and collated by the Head of IAG. (See section 5.1).

##### **1.3 Why sex and relationships education is important**

Every parent and every school wants to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty and emotionally supported. Parents play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm. They should lead on instilling values, but schools have a clear role in giving young people accurate information and helping them to develop the skills they need to make safe and responsible choices.

It is important that children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed. When cases of sexual abuse have come to light years after the event parents, teachers and young people have spoken of their regret that SRE was started so late and that they/the child was unable to report it because they did not have the language and did not know that what was happening to them was wrong. There is now anecdotal evidence where parents acknowledge their gratitude to SRE in school because their child had had the confidence and language to tell when they have been approached inappropriately rather than after abuse has taken place.

In the 21st Century, children and young people are also exposed to sexual imagery and content in a wide array of media including adverts, the internet, video games, mobile phones, pop songs, TV and magazines. These media often present a distorted and inaccurate view of sex and relationships, and provide increasingly explicit images of sex and sexuality. In addition some children and young people will use the new technology to bully and intimidate others or to place themselves in compromising positions e.g send revealing photos of themselves to girl or boy friends. Far from "destroying their innocence" SRE equips children and young people with the values, skills and knowledge to understand and deal appropriately with these social and cultural pressures.

CTTC aims to provide a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths. Guided by a skilled practitioner, students should be able to separate facts from fiction and clarify and strengthen their own values.

In addition, the school curriculum has a role to play in reducing the likelihood of sexist, sexual, homophobic and transphobic bullying occurring in part through addressing some of the underlying attitudes and values

that underpin it. SRE within PSHE education is the most obvious location for specific coverage of issues relating to bullying, gender equality and sexuality.

SRE within PSHE education is an important part of a whole-school approach to pupil IAG which is based on providing well-being. Students who are happy in their relationships with peers and adults at school are likely to be better able to learn. By addressing a range of personal and social issues and providing information about where and how to get help, IAG supports students who face difficulties to get help and thus helps them to stay on track with learning.

### **1.5 What is the status of sex and relationships education in schools?**

There are a number of requirements that all schools must adhere to when providing sex and relationships education, alongside the statutory guidance and this supplementary advice. There is no statutory requirement for SRE in independent schools. SRE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’**

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

In the recent review of the National Curriculum, the government has made it clear that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. (*National Curriculum in England*, DfE, 2013) and that ‘sex and relationship education (SRE) is an important part of PSHE education’ (*Guidance – PSHE education*, DfE, 2013). In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science) although very few choose to exercise that right.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.

- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## **IMPACTS ON CTTC OF PLANNED CHANGES TO SRE PROVISION**

### **AIMS AND OBJECTIVES**

#### **AIMS**

- 1) To provide a clear, balanced and sensitive delivery of factual information set against a background of moral values and the legal framework.
- 2) To offer all students the support necessary to ensure that they develop the ability to accept their own, and others, sexuality; to take a positive approach to the expression of sexuality and to develop relationships based on mutual respect and responsibility.
- 3) To have concern for the individual and to provide a support framework, which will help to deal with any anxieties or questions arising from sexual development.

#### **OBJECTIVES**

- 1) To decrease ignorance by:
  - Discovering what students know, understand, think and feel and identify their needs.
  - Creating a programme of differentiated materials which meets student's needs.
  - Informing students of sources of confidential help and advice.
- 2) To help to stop teenage pregnancy and the spread of STD by:
  - Counteracting misleading myths and folklore about 'normal' behaviour.
  - Counteracting misleading myths and folklore about contraception.
  - Developing an understanding of risk and safety in sexual relationships and the skills to keep oneself safe.
  - Recognising the value of loving and caring relationships, particularly within the family unit.
- 3) To help students to develop assertiveness by:
  - Developing skills in personal relationships, especially communication and assertiveness.
  - Helping students to affirm their rights and to resist unwanted advances from whatever source.
- 4) To support and develop decision making skills by:
  - Developing an understanding of the implications of parenthood.
  - Developing skills in decision making and problem solving.
- 5) To decrease embarrassment by:
  - Providing students with an appropriate vocabulary for all parts of the body and encouraging positive attitudes towards all bodily functions.

- Encouraging an atmosphere where questions and discussions on sexual matters can take place without embarrassment.

6) To encourage students to question the traditional roles of men and women in society by investigating the changing roles within the family which modern society has produced.

## **ORGANISATION**

A good proportion of the PSHEE work is covered during collapsed timetable mornings, form time, extended assemblies time and through the delivery of the cross curricular themes within other Departments. The development of a safe and caring atmosphere in which pupils can learn and parents can have confidence is central to the work of pastoral teams. The provision of an ethical framework in which questions of sexuality can be viewed against a clear moral background is essential.

Overall responsibility for the delivery of the Sex and Relationship Education programme lies with the Head of IAG assisted by the SLT, Heads of Department and Heads of Year for dedicated events.

## **SRE PROGRAMME/CONTENT**

### **Year 7**

#### **Science**

Growing Up

Human Life Cycle

Copulation and Fertilisation

Pregnancy and Birth

Adolescence and Emotions

#### **PSHE & Citizenship**

Staffordshire Buddies – What makes a healthy Relationships?

Are celebrities and role models important? - Looks at social media and the music industry and questions do some celebrities sexualise young people too early?

Lorenzo Cosco- Bullying (including different types of bullying and the impact on relationships including the one with yourself)

#### **PE**

Obesity

Healthy eating

Energy balance

Healthy lifestyle

#### **RE**

Christian Living

## **Year 8**

### **PSHE & Citizenship**

Chelsea's Choice- Sexual Exploitation and Grooming  
Staffordshire Buddies- Sex and the Social Media (Including sexting and the law surrounding sending and receiving sexual images)  
Coachright- Contraception  
St Giles - Bereavement and Loss explores the impacts on relationships  
Police- Anti-Social and Risky Behaviour associated with drinking alcohol  
VEUCAN- Disability awareness (Exploring and looking at the myths and stereotyping of disabilities and the negative impact this can have on relationships)  
Prevent- Where's the line looking at extremism including the impact on relationships

### **PE**

Obesity  
Healthy eating  
Energy balance  
Healthy lifestyle

### **RE**

World religions- Community awareness through lifestyle

## **Year 9**

### **Science**

Human Life Cycles  
Copulation and Fertilisation  
Pregnancy and Birth  
Contraception  
Adolescence

### **PSHE & Citizenship**

Coachright- Sexually Transmitted Infections  
Staffordshire Buddies-Drawing the Line (peer pressure, consent, healthy relationships)  
Tarrin Training-Drugs and Alcohol (associated risks in relationships)  
Harmless-Self-Harm

### **PE**

Obesity  
Healthy eating  
Energy balance  
Healthy lifestyle

### **RE**

Caring issues raised,

## **Year 10**

### **PSHE & Citizenship**

Dr Sarah Stokes- Local GP gives smaller group work sessions to follow up previous SRE group work done and the opportunity for Q and A's without embarrassment

Staffordshire Buddies- Lesbian, Gay, Bi-sexual and Transgender

Tarrin Training- Drugs and Alcohol (associated risks in relationships)

Precious Lives- Risky behaviour, gang culture and negative relationships

### **Science**

Maintenance of Life

Human Life Cycles

Changes during adolescence

HIV, STD

### **Health and Social Care**

Growth and development through the life stages

Nutrition and Diet

Lifestyle and its impact on health and well being

Support types

Impact of life vents on growth development

### **RE YEAR 10 and 11**

Sexuality. Abortion, contraception from a family viewpoint with a religious perspective

Different faith perspectives on issues related to marriage (E.g. sex before marriage, divorce, abortion and contraception, Roles within the family) Prejudice and discrimination–Role play, Islam lifestyle, Ling

Health and Prejudice Topic

### **Philosophy and Ethics**

Ethical issues

Abortion

Euthanasia

Medical issues

### **PE**

Obesity

Healthy Eating

Energy Balance

Healthy lifestyle

## **Year 11**

### **Health and Social Care**

Communication skills

### **PE**

Obesity Energy, Balance, Healthy Eating, Healthy lifestyle

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## **SPECIFIC ISSUES STATEMENTS**

### **Confidentiality (individual and in the classroom)**

The head teacher requires all members of staff who are entrusted with a confidence relating to under age sexual activity or possible child abuse to inform the School's Child Protection Officer concerned as soon as possible. In such situations it should be left to the School's Child Protection Officer to determine the best course of action.

Please see attached guidance sheet – *Flow Chart for Professionals Working with Sexually Active Young People under 16 years*.

### **Contraceptive advice, information and referrals to under 16's (individual and in the classroom)**

While a teacher does not have to gain parental consent to offer counselling or advice relating to sex education or to tell pupils where to get confidential information – even if the pupil has been removed from the sex education programme – it should be remembered that teachers are not health professionals and the general aim of counselling should be to put pupils in contact with such help. Appointments with the school nurse can be made through the appropriate Head of Year and Year Student Support Officers.

### **Child sexual abuse procedure**

As described in the School's Safeguarding Policy; an immediate referral to the school's nominated Child Protection Officer or else a First Response call should be made at the earliest possible stage.

### **Bullying procedure**

Aspects of bullying which could be related to sex education are covered in the school's Anti Bullying Policy Document.

### **Equalities Act Policy Statement**

The school's Equalities Act Policy Statement and linked Equalities Action Plan deals with aspects of sex education relating to sex stereotypes.

### **Parental involvement and child withdrawal procedure**

All parents are informed during the first year of their child's schooling, or on entry if they arrive late to the school, of their right to withdraw their child from non National Curriculum Sex Education. Provision for such children is made through the pastoral system.

**Complaints procedure-** Complaints should, in the first instance, be directed either to the Headteacher or to the Chair of Governors in writing. From there they will go through the school's complaints procedure

## **MONITORING, EVALUATION AND REVIEW**

The effective working of the school's sex education and relationships policy will be seen, in the first instance, by the ease with which pupils talk about issues and the way in which they treat themselves and their peers. In addition to this the number of pupils who take up the offer of confidential advice through clinics run by the school nurse and other agencies will indicate the degree to which barriers such as embarrassment and ignorance have been broken down.

Other factors which will give a guide to the effectiveness of the policy would include:

- 1) The number of underage pregnancies in the school over a period of time.
- 2) The feedback of parents who come into school.
- 3) The feedback of pupils themselves in conversation with staff.
- 4) The feedback of staff involved in the delivery of the programme.
- 5) The testing of school policy against the changing legal framework.