



Cranbourne

Sex and Relationship Education Policy (SRE)

Rationale

SRE is lifelong learning about physical, sexual, moral and emotional development. It concerns the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The school seeks to:

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Purpose

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the 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 what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral 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 the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- 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

Guidelines

Much of the Sex and Relationship Education provided by the school takes place within PDL/PSHE, RE and Science lessons. Tutors generally deliver the PDL/PSHE Curriculum with support from professionals where appropriate. Tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PDL/PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

This policy is constructed in line with part 85 (including Schedule 13) of the Equality Act 2010 and with the Reasonable Adjustments for Disabled Pupils guide (2015) so that **disabled students are not treated less favourably** without justification, and at all times **reasonable adjustments** are made to ensure that they are not disadvantaged compared to their peers. The Senior Leadership Team of the school will **continue to monitor the delivery of SRE in order to ensure all groups are represented and treated fairly.**

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. Should they wish to remove their child from SRE lessons then they should inform the Headteacher of their reasons in writing.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16-year-old that they are having or **contemplating** sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

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Health and other professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Arrangements for monitoring and evaluation of this policy

SRE lessons will be observed in the normal programme of monitoring teaching and learning.

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