



Carshalton Boys Sports College

Policy	Sex and Relationship Education (SRE)
Policy Number:	C01
Review Date:	March 2019
Approved by the Governing Body Committee:	May 2019
Next Review Date:	March 2020

Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships so that students will achieve a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Encourages students to take responsibility for their own actions, develop self-awareness and build a positive self-image.
- To promote personal, social and moral responsibility and to develop the ability to use information to make clear and skilled choices in regard to decision-making, communication and relationships.
- Use the knowledge, skills and the understanding they learn to help them lead confident, healthy, independent lives and to become informed, active, and responsible citizens.
- Health education, focusing on mental health ensuring that young people can spot the signs of common mental illness, such as anxiety and depression in themselves and others.
- They will learn how to discuss their emotions accurately and sensitively and how to access professional help.
- They will also cover the impact of alcohol and drugs on physical and mental health.
- In terms of sex and relationships, lessons will cover online safety topics, including the serious risks of sharing private photos, the impact of viewing explicit or harmful content - including how to report it and receive support.
- Lessons will cover how the internet can promote an unhealthy view of sex and relationships.
- They need to understand "that some people are LGBT [lesbian, gay, bisexual and transgender], that this should be respected in British society, and that the law affords them and their relationships recognition and protections".
- female genital mutilation (FGM) - focusing on awareness, the availability of support networks and reminding them that it is illegal.
- other forms of honour-based abuse, as well as grooming, forced marriage and domestic abuse.

Statutory requirements

At Carshalton Boys Sports College we teach SRE as set out in this policy.

Under section 3.6 of the National Curriculum, SRE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

If academies do teach SRE, they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At CBSC we teach SRE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Paul Farr Assistant Principal has pulled together all relevant information including relevant national and local guidance and this has been shared with the Leadership Group, Staff through the School Bulletin, and the Governing Body.
2. Staff consultation – all school staff including Union Reps. were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties have been informed and invited to submit any questions or suggestions about the policy Parents are informed of the policy and are welcome to view materials used in sex education or to discuss further with the Learning Coordinator relevant to their year.
4. Pupil consultation – we investigated what exactly pupils want from their SRE through tutor times assemblies, student surveys and the student voice - POWER
5. Ratification – once amendments were made, the policy was shared with Governors and ratified

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. This includes Assemblies, tutor times, Newsday Tuesday and drop down sessions which include Equality and Diversity,

SRE, Personal Finance and Economic Well Being.

Biological aspects of SRE are taught within the science curriculum, and other aspects are included in Citizenship and Philosophy, Religion and Ethics Education. Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

All materials and speakers are carefully chosen, appropriate to the needs and ages of our students and according to the national curriculum.

Our PSHE programme provides knowledge about the processes of reproduction and human growth as part of the national curriculum in science.

All pupils must follow this programme.

The PSHE programme deals with the nature of sexuality and relationships.

It encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner and provides them with parenting skills for later in life.

The programme is carefully structured and shows continuity between the years. The programme is delivered within a moral framework.

As well as knowledge and information, pupils are encouraged to consider the importance of the values derived from the schools' value system.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Roles and responsibilities

The Governing body

The Governing board will approve the SRE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of SRE (see section 7).

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory/non-science components of SRE

In an atmosphere of mutual respect and trust but making it clear to students that teachers cannot offer unconditional confidentiality and why matters of concern have to be passed onto the appropriate person. Where discussions give rise to concerns for the welfare of a student, teachers will contact the Child Protection Officer

Where possible, use will be made of the expertise of the local community Health Service; the School Nurse, general practitioners, health promotion units, LA staff, Health-in-Education teams, youth workers and other speakers deliver aspects of the programme. Visitors will be used as a resource, not replace the teacher.

Where issues related to personal relationships and sexual matters arise outside the planned programme, they will be dealt with according to the general spirit of the school policy. 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 Principal.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of SRE.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from SRE.

Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

Monitoring arrangements

The delivery of SRE is monitored by Paul Farr Assistant Principal and The Learning Coordinators for each Year Group through conducting planning scrutinies, learning walks, etc.

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Paul Farr Assistant Principal annually. At every review, the policy will be approved by the Principal and the Students Committee of the Governing Body.