



Castle Donington College

Sex and Relationship Policy

Date ratified and adopted by the Teaching, Learning and Assessment Committee of the Governing Body

6th March 2017

Date for review

March 2020

This College follows Guidance and Advice given by the Government when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.

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Governors' Statement of SRE principles.

At Castle Donington, we believe that all pupils have the right to lifelong learning about physical, moral and emotional development; the lack of quality SRE leaves pupils vulnerable to abuse and exploitation. We intend to teach pupils about the importance of stable and loving relationships, respect, love and care. This will involve acquiring information, developing skills and forming beliefs, values and attitudes. We also need to protect children and young people from inappropriate online content, cyberbullying and exploitation.

“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.” Sex and relationships guidance for schools

SRE will be taught in the context of current relevant legislation including the Equality Act 2010.

This policy has been written in line with current:

- DfE and PSHEE Association Guidance and Advice
- Sex and Relationship Guidance for Colleges DfE (2010)
- Personal, Social, Health and Economic Education DfE (11 September 2013)
- Sex and Relationship Education for the 21st Century PSHE Association (2014)

1. Equality impact

This policy will help to ensure that the College fulfils the general duty to:

- Eliminate discrimination
- Advance equality of opportunity between pupils who share relevant protected characteristics and those who do not
- Foster good relations between pupils who share relevant protected characteristics and those who do not

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with the College's policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant College policies..

2. Responsibilities

The drawing up and reviewing of the policy is the responsibility of the Healthy Schools Co-ordinator in consultation with all partners but specifically in liaison with the governor with responsibility for policies

Planning and co-ordinating the sex and relationships education curriculum is the responsibility of the Assistant Principal, in consultation with the HOYs

All Governors have a responsibility towards the delivery of a high quality SRE curriculum

3 Purpose of the SRE policy

The purpose of this policy is to:

- Clarify the legal requirements and responsibilities of the College
- Reinforce and safeguard the health and safety of pupils and others who use the College
- Clarify the College's approach to sex and relationships education for staff, pupils, governors, parents/carers and the wider community
- Give guidance on developing, implementing and monitoring the sex and relationships education programme.
- Enable staff to manage incidents on College premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved.
- Ensure that the response to incidents of a sexual nature complements the overall approach to sex and relationships education and values and ethos of the College
- Provide a basis for evaluating the effectiveness of the College sex and relationships education programme and management of incidents involving sexual behaviour.
- Reinforce the role of the College in contributing to local and national strategies.

4 Aims and objectives of the Sex and Relationships Education Programme

The Sex and Relationships Education Programme is an integral part of the learning process which aims:

- to enable young people to make healthy, informed choices by increasing knowledge, challenging attitudes and developing skills
- to foster self esteem
- to be factually accurate, evidence-based and age-appropriate
- to be sensitive to faith and cultural perspectives; promote equality, inclusion and acceptance of diversity
- promote strong and stable relationships
- provide pupils with a clear sense of rights and responsibilities

- to increase understanding about the implications and possible consequences of early sexual behaviour
- to practise ways of resisting pressure, particularly those that threaten safety, and cultural and social pressures
- to widen understanding about health and social issues
- to seek to minimise the risks of acquiring STI, HIV/AIDS
- provide information about contraception
- reducing the likelihood of sexist, sexual, homophobic and transphobic bullying
- to know the risks associated with alcohol consumption in relation to personal safety and sex
- to enable young people to identify sources of appropriate personal and professional support

Sex and Relationships Education is an entitlement for every pupil as an aspect of a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of adult life.

5 Morals and Values Framework

At Castle Donington College we provide a safe, caring and structured environment which nurtures and challenges all pupils towards achieving their very best. We value all children equally and encourage children to reach their full potential in all that they do, not only in their academic work but also in preparing pupils for an active and fulfilled life. Staff at the College provide high standards of pastoral care.

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships.

Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- recognising the physical, emotional and moral implications, and risks, of certain types of behaviour
- recognising and accepting the differences of others
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- that violence and coercion in relationships are unacceptable

Rights & Responsibilities

We will provide pupils with a clear sense of rights and responsibilities in relation to sex and relationships, including explanation of the law as it applies to relevant issues including:

- informing pupils about their right to say no, what consent really means and the nature of abuse and exploitation; also about the responsibility not to put others under pressure to engage in sexual activity.
- providing pupils with information about their right to confidential advice and support on sex and relationships; also about their responsibilities to protect the sexual health of themselves and others
- explaining responsibility not to discriminate or cause others distress based on their sexual orientation, gender, belief or their personal choices relating to sex and relationships

6 Organisation of College Sex and Relationships Education Policy

Sex and Relationships Education is the responsibility of the Assistant Principal.

The management of child protection issues is the responsibility of the Principal.

The Heads of Year and Tutors are responsible for the delivery of Sex and Relationships Education.

The Sex and Relationships Education Programme will be taught as part of the PSHEE programme with support and reinforcement in both PE and Science lessons. Many skills and attitudes developed and explored through sex and relationships education are common to other aspects of PSHEE.

Sex and Relationships Education Provision

Sex and relationships education is provided in a variety of ways, through the PSHEE programme and through the Science curriculum. The PSHEE curriculum is delivered weekly within tutor groups by group tutors. Schemes of work for PSHEE are devised as a four-year rolling programme agreed by the Assistant Principal and HOYs, and developed within the PSHEE and Citizenship framework.

Members of staff with specific skills in teaching certain aspects of the curriculum are used where appropriate.

Methodology (teaching / learning styles)

Sex and relationships education should help students to make informed choices and establish a healthy lifestyle. We recognise that the teaching methods used are as important as the content of the lesson.

A wide range of teaching methods is used to involve all pupils in active learning, including discussions, role-play, looking at case studies, games, IT and other creative ways of involving pupils in understanding the issues and finding information.

Ground rules are established for group activities / discussion when dealing with sensitive issues and distancing techniques are used.

Procedures for policy monitoring and evaluation

The effectiveness of the policy will be monitored and evaluated by the Assistant Principal.

Monitoring and evaluating of the overall sex and relationship education programme will be done through; lesson observation, sampling work, through weekly Head of Year meetings, through weekly tutor meetings, through staff meetings and training, through governors' curriculum meetings and through consultation with relevant partners.

Assessment

Progress and achievement in sex and relationship education will form part of the PSHEE assessment and will be achieved through, pupil self-assessment (reflecting on what they have learnt), peer-group assessment (pupils providing feedback to each other) and teacher assessment (observing, listening, reviewing pupils' written work and contribution to drama, role play and discussions).

Pupils will be given up-to-date information on sources of help which includes local and national helplines.

Training Resources / Provision

Professional development in the form of training course, shadowing or co-teaching, visits to other schools, team teaching and College INSET is available to all staff.

7 Confidentiality

Staff must ensure that they follow the College policy on confidentiality issues. Pupils should know the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

Refer to the College Confidentiality Policy

8 External contributors to sex and relationships education

Careful consideration will be given to the use of external contributors; they should add a dimension to the sex and relationships education programme that the teacher alone could not deliver. The tutor will maintain responsibility for the overall delivery of the programme and will be present during such contributions.

9 Sensitive Topics/ Specific issues

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The College's approach to SRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. Sometimes a child may ask an explicit or difficult question in the classroom. Individual teachers use their skill and discretion in these situations but it is our intention to answer questions as openly and honestly as possible.

Refer to: Appendix 3 – Teaching Strategies

- Both boys and girls will be prepared for puberty
- Girls will be prepared for menstruation before their periods start
- Pupils will be given access to, and precise information about, confidential contraceptive information, advice and services
- Pupils will be made aware of the risks of STIs including HIV/AIDS and know about prevention, diagnosis and treatment
- Pupils will need to know not just what safer sex is and why it is important but also how to negotiate it with a partner

The following topics will be addressed at some point in the SRE programme.

Refer to: Appendix 5 – Content

- Masturbation
- Contraception
- HIV/AIDS
- Sexuality
- Abortion
- Rape

10 Involving Parents

Parents are the key people in teaching their children about sex and relationships, maintaining the culture and ethos of the family, helping their children to cope with the emotional and physical changes of growing up and for preparing them for the challenges and responsibilities that sexual maturity brings.

Parents will be informed about specific content each time SRE is taught so that they can take the opportunity to have their own discussions at home.

Parents right to withdraw from all or some aspects of the programme

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at the College except for those parts included in the National Curriculum. The College will make alternative arrangements in such cases.. Provision will be made for the child to work on suitable PSHEE topics by the appropriate Head of Year. Parents must then take the responsibility to ensure they provide suitable SRE for their child.

APPENDIX 1 Content

Key Stage 2

Pupils should be taught::

Developing confidence and responsibility and making the most of their abilities

- To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Developing a healthy, safer lifestyle

- About how the body changes as they approach puberty
- To recognise the different risks in different situations and then decide how to behave responsibly, including....judging what kind of physical contact is acceptable and unacceptable
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Developing good relationships and respecting the differences between people

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- To recognise and challenge stereotypes
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- Where individuals, families and groups can get help and support

Key Stage 3

The range and content that teachers draw on when teaching the key concepts and processes include:

- examples of diverse values encountered in society and the clarification of personal values
- physical and emotional change and puberty
- sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities
- the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement
- different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships
- the nature and importance of marriage and of stable relationships for family life and bringing up children
- the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

Key Stage 4

The range and content that teachers draw on when teaching the key concepts and processes include:

- the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- how the media portrays young people, body image and health issues
- the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
- where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid
- characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis
- parenting skills and qualities and their central importance to family life
- the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

APPENDIX 2

Teaching Strategies

During these lessons, in all years, pupils will have the opportunity to have meaningful discussion about; feelings, relationships and values, as well as the physical aspects of puberty or reproduction.

The teaching of some aspects of sex and relationships might be of particular concern to some parents. Teachers have a responsibility to ensure the safety and welfare of pupils and parents need to be assured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationships within the P.S.H.E. framework. All those who contribute to sex and relationship education are expected to work within the agreed values framework as described in this policy.

A number of teaching strategies will be used to help pupils develop confidence in talking, listening and thinking about sex and relationships. These include:

1. Establishing ground rules with their pupils to create a safe environment in which they do not feel embarrassed or anxious.
For example;
 - neither teachers or pupils will be asked personal questions
 - no one will be forced to take part in discussion
 - only the correct names for body parts will used
 - meanings of words will be explained in a sensible and factual way
2. Using distancing techniques, which avoid embarrassment by depersonalising discussions.
For example;
 - using role play to act out a situation
 - using case studies with invented characters
 - showing videos
3. Establishing clear parameters about what is appropriate and inappropriate in a whole class setting should reduce the chances of having to respond to an unexpected comment or question. When dealing with difficult questions teachers could:
 - remind pupils of the ground rules
 - refer the pupil to an appropriate person for further support; school nurse, youth worker, helpline, outside agency etc
 - acknowledge the fact that they do not know the answer and suggest a way to research to find the answer with a question that is too explicit, inappropriate for the whole class, or too old for a pupil, an acknowledgement of the question and a promise to respond later on an individual basis allows the pupil to be treated with respect
4. Giving pupils the opportunity to discuss in small groups.
5. Providing factual information in written form for pupils to keep for future reference
6. Helping pupils to reflect on their learning by asking question.

Teachers will need to plan for a variety of activities that will help to engage boys as well as girls, matching their different learning styles.

Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

If there is a need to offer staff training and support in the teaching of sex education and opportunities will be provided in the INSET programme.

IF A TEACHER IS CONCERNED THAT A PUPIL MAY BE AT RISK OF SEXUAL ABUSE, THEY SHOULD FOLLOW THE COLLEGE'S SAFEGUARDING/CHILD PROTECTION PROCEDURES

APPENDIX 3 Confidentiality

Teachers need to be aware that effective sex and relationships education, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Staff should be aware of the procedures for reporting suspicions that a child is a victim of abuse or if they have reason to believe that he or she may be at risk of abuse.

Procedures are laid out in the College's 'Safeguarding/Child Protection Policy'.

Teachers cannot offer or guarantee unconditional confidentiality

It is only in the most exceptional circumstances that teachers will be in a position of having to handle information without parental knowledge.

The main points are:

- informing pupils and parents or carers of the College's confidentiality policy and how it works in practice.
- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring pupils that, if confidentiality is broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, following the College's child protection policy
- making sure that pupils are informed of the sources of confidential help, for example, the school nurse
- using ground rules in lessons

Teachers are not legally bound to inform parents.

Personal disclosures

If a teacher learns from a child under the age of 16 that they are having or are contemplating having, sex, they should follow this procedure:

- the young person should be persuaded to talk to their parents or carer
- any child protection issues are addressed
- the child is counselled and informed about contraception, including precise information about how and where they can access contraception and advice services.

If a disclosure takes place at an inappropriate time and place, the teacher should talk again to the pupil before the end of the school day. In any discussion, teachers need

to be aware that they must not ask leading questions. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the pupil, if not, the teacher should follow the College's Confidentiality Policy.

Current Legislation (Sexual Offences Act 2003)

Under 16s, including those under 13, have a right to confidentiality whether asking for contraceptive advice or any other medical treatment. An exception has been introduced, in statute, to make it clear that, for those who provide sexual health care and advice to young people, an offence has not been committed if s/he acts for the purpose of:

- protecting the child from sexually transmitted infection, or
- protecting the physical safety of the child, or
- preventing the child from becoming pregnant, or
- promoting the child's emotional well-being by the giving of advice

as long as the teacher does not act for the purpose of causing or encouraging the activity constituting an offence or the child's participation in it.

The exception covers not only health professionals, but also anyone who acts to protect a child, for example; teachers, Connexions Advisors, parents, other relatives and friends.

APPENDIX 4 SRE Learning Objectives

Topic	Learning objectives
Year 6	
Personal hygiene	Understand that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
Puberty in girls and boys	Recognise there are some changes we can choose and some we can't Recognise that change is a part of growing up Describe the bodily changes for girls and boys during puberty
Relationships	Learn about the development of relationships Examine the images of sex portrayed in the media
Menstruation	Understand the female monthly cycle and about how the body changes during puberty Be able to identify the body parts of the male/female reproductive system
Birth, parenting, responsibilities, relationships	Understand the process of reproduction Describe conception in basic terms List what a new born baby needs and recognise the shared responsibility in having children
Sexuality/stereotyping	Be aware of different types of relationships including marriage Understand that human sexuality is expressed in different ways, understand what it means and have some words to describe it
Year 7	
Recap puberty	Know and understand the mutually agreed ground rules Remembered the SRE covered in Yr 6 Recap the changes for boys and girls in puberty
Feelings and emotions	Understand what self-esteem is Know 'yourself' How they respond to or feel about different situations Develop emotional vocabulary
Friendship qualities	Recognise qualities needed in making and keeping friends Develop skills for making new friends Develop skills to cope when friendships go wrong
Difficulties with Friendships	Learn when it is important to say 'no' to a friend Practice ways of resisting peer pressure
Relationships	Explore the different groups of people that form relationships Be aware of different stages of relationships What is love? What is 'sex'?
Physical and emotional changes in puberty	Identify the physical changes of puberty Recognise different feelings/emotions associated with puberty and how to deal with these Identify changing responsibilities

Year 8	
Recap puberty	Recognise physical changes that take place during puberty
Relationships/Peer Pressure	Know there are different kinds of relationships, including sexual relationships Consider what makes a positive relationship
Stereotyping	Define the term 'stereotype' and have an understanding that it can lead to unfair judgements Identify examples of stereotyping in the media
Conception	Know what 'sexual health' is Understand how conception occurs Consider stages in relationships before conception occurs
Contraception	Identify the main methods of contraception Understand the benefits of protected sexual intercourse Understand the importance of mutual respect and consent within a relationship
Contraceptives	Identify a range of contraception and their effectiveness Become aware of the consequences of unprotected sex
Getting on with Parents/Carers	Consider ways their actions affect parents/carers and how issues might be resolved Explore rights and responsibilities within families and how they change as they grow up
Year 9	
Sensitive Issues	Agree and understand the mutually agreed ground rules Appreciate the skills needed to talk openly about sensitive issues Understand the importance of a responsible attitude towards sexual behaviour
Contraceptives	Know how to use a condom correctly To find out local and national sources of help and advice around sexual health issues HIV/AIDS
Sexuality	Know what we mean by the term 'sexuality' Explore how prejudice and discrimination in relation to sexuality affect our options and choices in everyday life
Negotiation skills/Safer sex	Identify barriers to practising safer sex Learn and practise effective negotiating skills Equip pupils to say 'no' to unwanted sexual advances
Sexual health/behaviour	Importance of a responsible attitude towards sexual behaviour Understand some of the myths and facts about sexual activity Understand the concept of positive sexual health
Relationships including sexual relationships	Know the different types of relationship that exist Know what qualities are important in sustaining good relationships
Current issues	Rape/date rape. Abortion, Prostitution, Pornography Celibacy, Normative behaviour, Sex and the Law Female Genital Mutilation, Forced Marriages, Child Exploitation

From the Science National Curriculum

Human reproduction

Know/apply

- The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm
- The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances

Facts

- The menstrual cycle lasts approximately 28 days. If an egg is fertilised it settles into the uterus lining

Keywords

- Gamete: The male gamete (sex cell) in animals is a sperm, the female an egg.
- Fertilisation: Joining of a nucleus from a male and female sex cell.
- Ovary: Organ which contains eggs.
- Testicle: Organ where sperm are produced.
- Oviduct, or fallopian tube: Carries an egg from the ovary to the uterus and is where fertilisation occurs.
- Uterus, or womb: Where a baby develops in a pregnant woman.
- Ovulation: Release of an egg cell during the menstrual cycle, which may be met by a sperm.
- Menstruation: Loss of the lining of the uterus during the menstrual cycle.
- Reproductive system: All the male and female organs involved in reproduction.
- Penis: Organ which carries sperm out of the male's body.
- Vagina: Where the penis enters the female's body and sperm is received.
- Foetus: The developing baby during pregnancy.
- Gestation: Process where the baby develops during pregnancy.
- Placenta: Organ that provides the foetus with oxygen and nutrients and removes waste substances.
- Amniotic fluid: Liquid that surrounds and protects the foetus.
- Umbilical cord: Connects the foetus to the placenta. Explain whether substances are passed from the mother to the foetus or not.