

PENRYN COLLEGE

SEX AND RELATIONSHIP EDUCATION POLICY

Approved by: Student and Curriculum Committee– July 2019

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This Policy has been produced taking into consideration the views of the Governors, Staff and Parents Forum.

Defining “Sex and Relationship Education” (hereinafter referred to as “SRE”)

It is lifelong learning about our physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, including marriage, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the values of family life, long-term, stable and loving relationships including marriage for the nurture of children and the wellbeing of individuals;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- learning about how to challenge inequalities and challenge those who show they are closed to accepting diversity; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect;
- developing empathy for others;
- practice negotiation;
- learning how to recognise and how to analyse mixed messages (media etc.);
- 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 managing change, including loss;
- learning how to recognise and avoid exploitation and abuse and knowing what to do when it is recognised;
- learning to recognise features of healthy and unhealthy relationships, including bullying in all its forms;
- learning how to deal with risky or negative relationships; and
- learning how to treat with sensitivity issues to do with health, self-image, identity and mental health.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- learning about sensitive issues to do with health and self-image;
- understanding human emotions and relationships, wellbeing and mental health;
- learning about sexuality, reproduction, sexual health;
- learning about contraception and how to access advice and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- learning how to avoid unplanned pregnancy.

Aims of SRE

'The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.' (DfE's Guidance on SRE, 2000)

SRE should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- respond appropriately to peer pressure;
- understand the consequences of their actions, develop their skills, and know how to behave responsibly within relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- manage the feelings associated with their relationship experiences;
- recognise behaviour that reinforce negative stereotypes, violent or aggressive behaviour, abuse and exploitation;
- be aware of their sexuality and understand human sexuality including learning about different sexual orientations and gender identity;
- 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 unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex or sexual acts;
- access confidential sexual health advice, support and, if necessary, treatment;
- know how the law applies to relationships; and
- know about privacy and online safety.

Also we will:

- teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- Invite young people to be peer educators, e.g. teenage mothers and fathers;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as use of drugs, smoking, alcohol, self-harm and mental health; and
- ensure young people understand how the law applies to sexual relationships.

Content of the SRE programme

Our SRE programme is dealt with explicitly in three subject areas of the curriculum: **Science, RE, and PSHE.**

The Co-ordinator of PSHE is responsible for the planning and delivery of the programme; however the Science department are responsible for delivering the relevant parts of the National Curriculum Science Order.

The content for Science and PSHE is based on the National Curriculum Orders and is a statutory part of the curriculum. It covers the following SRE content:

The Delivery of SRE – What is delivered for SRE and when

Science

Years 7 and 9

- that fertilisation in humans is the fusion of a male and a female cell.

Year 7

- about the physical and emotional changes that take place during adolescence.

Years 7 and 10

- about the human reproductive system, including the menstrual cycle and fertilisation; and
- how the foetus develops in the uterus.

Year 9 and 10

- how the growth and reproduction of bacteria and the replication of viruses can affect health.

Year 10

- the way in which hormonal control occurs, including the effects of sex hormones;
- some medical uses of hormones, including the control and promotion of fertility;
- the defence mechanisms of the body; and
- how sex is determined in humans.

RE

Year 10

- the cultural background, beliefs and ethics of other communities (including Female Genital Mutilation (FGM)).

PHSE

Year 7

- bullying and cyber safety, safety, reliability of sites and storage of data;
- puberty in boys and girls, physical, emotional, changes in responsibilities and growing up; and
- alcohol and its effects.

Year 8

- goals and values, healthy minds, resilience, keeping safe, negotiating, persuasion and resistance;
- healthy relationships, who do I want to be with, bullying and giving advice;
- life partners, boyfriends and girlfriends (opposite and same sex), sex and contraception and breakups; and
- Illegal drugs and the risks and effects of drugs.

Year 9

- different issues teens have to cope with, parents of teens and parent-teen relationships;
- body image, relationships and sex, STIs, drugs, alcohol, mental wellbeing;
- being streetwise, homophobia, transphobia, teenage parents, sexting, radicalization, gang culture, weapons; and
- how substance misuse can affect relationships and decisions around safe sex.

It is important that students know who to go to when more information and /or support is needed.

Years 10 and 11

- relationships, marriage, sexuality, sexting, consent, choices after conception, contraception, STIs and where to get more information or help.

The relevant parts of the DfE PSHE Framework also determine our SRE content.

How we deliver SRE

To help children and young people develop confidence in talking, listening and thinking about sex and relationships, staff may need to overcome their own and their pupils' anxieties and embarrassment. The theme that runs through SRE is the management of healthy relationships. Care is taken during discussions so as not to encourage sexual experimentation. Staff will use a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and project learning methods and appropriate materials;
- encouraging reflection; and
- ensure regular contact with outside agencies and experts.

Staff will establish clear ground rules to ensure that pupils can contribute to discussion in a 'safe' environment. These ground rules will also help staff prepare for inappropriate questions or comments from pupils. Ground rules are developed as part of the school's Sex and Relationship Education Policy with each class or year group. For example, one class worked out this set of ground rules together:

- no one (teacher or pupil) will have to answer a personal question;
- no-one's name will be mentioned when discussing examples or asking questions;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

Materials used in school are in accordance with the law, the national PSHE framework, the PSHE Association's guidance and the Sex Education Forum. Inappropriate images are not used, and neither will explicit material be used which is not directly related to explanation. The school will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. Governors and the Headteacher will discuss with parents and take on board concerns raised, both on materials which are offered to the school and on sensitive material to be used in the classroom.

Our PSHE content at Penryn College is delivered in KS4 through the Life Skills Programme in a dedicated lesson. On these days pupils attend workshops delivered by a variety of providers including the school nurse, Brook Advisory Service, St Petroc's Society, 'Hear our Voice' and others. SRE forms part of the Lifestyle curriculum at KS3 delivered through PSE and Health; pupils have 3 lessons of 90 minutes for one in every four fortnights for PSE and the same time for Health.

Withdrawal from PSHE

Parents have the right to withdraw their children from all or part of the SRE provided at school except for those parts included in the statutory National Curriculum for Science. The school will make alternative arrangements in such cases, providing information for parents who withdraw their children from SRE.

Visitors contributing to PSHE

From time to time as part of a planned unit of work the school will invite in local experts to enrich the curriculum on issues relating to SRE. All visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of the school and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the school in delivering its policy on SRE
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow the school's child protection procedures if a disclosure occurs and know that they are bound by the school's Child Protection and Safeguarding Policy
- visitors will know and understand where their contribution fits into the school's programme for SRE and PSHE

Health professionals who are involved in delivering programmes are expected to work within the school's Sex and Relationship Education Policy and on the instructions of the Headteacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them).

Services to young people provided by the school

The school provides services for its young people. These services are provided by health and other professionals attached to the school. The school's health advisor runs a drop-in service. Any pupil can access this service. Relevant issues of confidentiality are addressed below.

The school in partnership with the local surgery also offers a Green Card System. Here any pupil requiring emergency healthcare that they feel unable to access at their own surgery can report to the Educational Support Team and be issued with a green card which they take to Penryn Surgery where they will receive immediate healthcare. This is a confidential service and its abuse would put confidentiality at risk.

Monitoring and Evaluating SRE

SRE will be monitored by the link member of SLT and by the departments that deliver the content, PSHE and Science. The Heads of Department have responsibility to:

- ensure that SRE occurs in the school's curriculum according to the schemes of work;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- monitor student assessment;
- evaluate the effectiveness of the school's programme;
- Ensure that pupils who miss an area of the programme catch up with work.

Confidentiality and Sex and Relationship Education

Penryn College must ensure it is clear about the boundaries of its legal and professional roles and responsibilities.

Penryn College is embodied in the following core points:

1. Teachers cannot offer or guarantee absolute confidentiality.
2. When confidentiality has to be broken the child will be informed first and supported as appropriate.
3. Only in the most exceptional circumstances should the school handle information without parental knowledge. Where younger pupils are involved this will be ground for serious concern and any child protection issues will be addressed.
4. Unless there are child protection concerns, staff should encourage children to talk with their parents or carers
5. Where a child is suspected of being abused, the member of staff should act in accordance with the college's child protection procedures. All staff should be alert to signs of abuse and should report any to the Designated Safeguarding Lead at Penryn College.
6. If a member of staff learns that a pupil under the age of 16 is having or considering having sexual intercourse, the college will: encourage the child to talk to a parents or carer; address any child protection issues and encourage the pupil to contact the school health advisor to access contraceptive and other services.
7. Health professionals will be bound by the relevant college policies when working in the classroom situation. Otherwise they will be bound by their own professional codes of conduct. Confidentiality here can be offered to a child, regardless of age, if the health professional judges them competent.

Staff Training

All Staff and Governors have been trained to identify the indicators that a female student might have undergone Female Genital Mutilation, or that they are about to have the procedure. Staff and Governors have also been advised what to do if they have such a concern.

Glossary

Sexual orientation means heterosexual, homosexual (gay or lesbian) and bisexual.

Relationships means all relationships between heterosexual, homosexual (gay or lesbian) and bisexual.