

THE TRIPLE CROWN CENTRE



Sex and Relationships Policy

Chair of Management Board: Mr Mike Walker

Review Date –

SEX AND RELATIONSHIPS EDUCATION POLICY

Introduction

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

SRE is taught through the curriculum areas of:

- **Science (KS3/4)**
- **Personal, Social, Health and Economic education (PSHE KS3/4)**
- **Health and Social Care (KS4)**

SRE is delivered at The Triple Crown Centre in keeping with the ethos of the School and to further the School's aims of respecting self and others.

The Moral and Values Framework of the Policy

SRE is taught in a sensitive manner. Our programme promotes the values of:

- Respectful, non-exploitative relationships
- The responsibility of parenthood and the value of a stable family life
- Self-respect and recognition of the fact that everybody has the right to positive and fulfilling relationships
- Diversity, through the recognition that young people live in a range of cultures, religions and family types
- Respect and dignity for all regardless of life experience, sexuality, culture, religion or gender

All contributors to the School's SRE programme work within this moral and values framework.

Aims and Objectives of the SRE curriculum

The aims of SRE are to:

- Present factual information in an objective, balanced and sensitive manner, set within a clear framework of values to encourage young people to give regard to moral considerations, the value of family life and an understanding of the law relating to sexual behaviour
- Encourage the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner
- Encourage the development of a positive self-image and the understanding that individuals are in charge of, and responsible for, their bodies
- Contribute to the safeguarding of students, promoting their emotional wellbeing and improving their ability to achieve

Learning Intentions for SRE in KS3

(* denotes compulsory through the Science National Curriculum)

Students will know and understand:

- The physical and emotional changes that take place during puberty*
- The human reproductive system, including the menstrual cycle and fertilisation*
- The structure and adaptation of egg and sperm cells and how twins are formed*
- The differences between fertilisation and conception*
- How the baby develops and the effect of maternal lifestyle on the foetus through the placenta*
- The importance of good, personal hygiene
- How the media influences understanding and attitudes towards sexual health
- The law relating to the sexual behaviour of young people

- The different types of contraception, how they work and how effective they are
- The reasons for delaying sexual activity and the benefits to be gained from such delay
- The reasons for having protected sex
- The causes, symptoms and treatments for stress and depression
- Where to go for help and advice concerning sexual health
- When privacy is appropriate and how to maintain it
- How to use appropriate language to refer to body parts and body functions*

Students will be able to:

- Ask for help and support
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- Deal with changing relationships in a positive way
- Talk about relationships and feelings
- Be aware of exploitation in relationships
- Challenge offending behaviour, prejudice, bullying, racism and discrimination
- Empathise with others who might have different views from themselves

Students will have considered:

- The nature of friendship and how to make and keep friends
- The issues relating to early sexual activity
- The impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- The role and responsibilities of a parent, the qualities of good parenting and its value for family life
- The short and long term consequences when making decisions about personal health
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- What rights and responsibilities mean in a relationship

Learning Intentions for SRE in KS4

Students will know and understand:

- How hormones control the menstrual cycle and the use of hormones to control fertility – contraception/fertility treatment*
- The characteristics and benefits of healthy, positive, strong and equal relationships
- How to manage unwanted attention in a variety of contexts (sexual bullying, cyber-bullying) and where to get support
- How HIV and other sexually transmitted infections affect the body
- Self-image and sexual identity
- How their own identity is influenced by their personal values and those of their family and society
- The role of sex in the media (including pornography) and its impact on expectations of gender, relationships, sexual activity and body image (e.g. consent, negotiation, gender and sexual norms)

Students will be able to:

- Negotiate the agreement or withholding of consent
- Recognise when a relationship or act is unhealthy, abusive or against the law
- Develop an awareness of exploitation, bullying and harassment in relationships
- Explain how differing cultures, faiths and beliefs may influence lifestyle choices and demonstrate respect for these differences

Students will have considered:

- The impact of domestic and other abuse and laws relating to it (including forced marriage, honour based violence, trafficking) and where to get help
- How they see themselves affects their self-confidence and behaviour
- The spectrum and diversity of sexual orientation and gender identity
- The importance of health screening
- The arguments around moral issues such as abortion, contraception and the age of consent
- The value of stable relationships, marriage and the responsibility of parenthood

Equal opportunities and curriculum entitlement

We will ensure equality of opportunity and curriculum entitlement irrespective of disability, educational need, ethnicity, pregnancy, maternity, sex gender identity, religion, sexual orientation or being a Looked After Child (in line with The Equalities Act, 2010)

We will be sensitive and responsive to the needs of individual students and will adapt the teaching programme as our student population changes.

We will support the students to realise the nature and consequences of discrimination, teasing, bullying (including cyber bullying), aggressive behaviours and use of prejudice based language.

We will empower our students to recognise, respond appropriately and seek help when experiencing these behaviours either personally or by others.

Confidentiality

We recognise that students need and expect a certain level of privacy but, as we have responsibility for the welfare and safety of our students at school, it is not always possible to offer confidentiality. It is essential that, at all times, confidentiality operates within the boundaries of the School's Child Protection Policy.

All teaching staff and visitors working with groups will adhere to the following procedures:

- Confidentiality will be discussed with students before beginning an SRE programme
- Students will be informed that there are instances when confidentiality cannot be held (for example in cases of suspected abuse) and students should be fully informed about action that will be taken
- Where teachers are unsure when confidentiality should not be maintained they should, in the first instance, consult with the Designated Safeguarding Lead
- Ground rules should be agreed with students
- Students will be fully aware that they have the right to report inappropriate attitudes and/or behaviour by any member of School staff

Organisation of the SRE programme

The SRE programme is delivered as part of the PSHE, Science and Health and Social Care curricula.

It is delivered by subject specialists for these curriculum areas.

The programme may at times be supported by outside agencies that will complete a partnership agreement

form prior to commencing any work.

Roles and responsibilities

The Head teacher will liaise with the Management Board regarding issues relating to SRE.

The PSHE subject leader is responsible for co-ordinating all issues related to the SRE policy and programme development.

Her role includes:

- Ensuring the programme is taught effectively and is appropriate to the age and maturity of the students
- Liaising with staff and parents, health and educational visitors on SRE matters
- Attending LA and in-service training and disseminating appropriate information to other members of staff
- Liaising with outside agencies (Umbrella and Loudmouth) for curriculum purposes

Parental Right to Withdrawal

Parents are informed, when their child joins the School, that Section 24 of the Education Act 1993 gives parents the right to withdraw their child from any or all parts of the School's programme of Sex Education, other than those which are specified in National Curriculum Orders e.g. in Science (identified as * in the SRE KS3 and KS4 Learning Intentions on Pages 2, 3 and 4 of this policy)

If parents wish to apply this 'right to withdrawal', they are asked to consult the Head teacher. The School will then signpost parents to relevant leaflets and websites to enable this learning to be provided in a way in which parents are comfortable.

Consultation

This policy has been developed in consultation with staff, students, parents and the Management Board. The review process will include an opportunity for these stakeholders to express their views.

Policy Management

This policy is reviewed every two years and approved by the School's Management Board. The Management Board and every member of staff will have a copy of the policy, and it will be given to any outside agencies who work within the School.

Appendix 1 – Sex and Relationships Programme of Study

	Sexual content	Relationships
KS3	<ul style="list-style-type: none"> • Puberty (male and female) • The physical and emotional changes that take place during puberty* • How to use appropriate language to refer to body parts and body functions.* • The human reproductive system, including the menstrual cycle and fertilisation* • The structure and adaptation of egg and sperm cells and how twins are formed* • The differences between fertilisation and conception* • How the baby develops and the effect of maternal lifestyle on the foetus through the placenta* • Menstruation • Sex and the Law • Contraception (condoms, cap/diaphragm, contraceptive pill, injection) • STIs (Chlamydia, Herpes, HIV/AIDS, Gonorrhoea, Syphilis, Genital Warts) • Reasons for delaying sexual activity • Effects of alcohol and other drugs on sexual behaviour 	<ul style="list-style-type: none"> • Assertive skills • Peer Pressure • Emotions - different types and dealing with them • The importance of seeking and gaining mutual consent • Body image • Friendships • Changing relationships • Healthy relationships • Boyfriend/girlfriend relationships • Conflict • Rights, responsibilities and safety
KS4	<ul style="list-style-type: none"> • How hormones control the menstrual cycle and the use of hormones to control fertility – contraception/fertility treatment* • STIs - treatment and prevention • Where to go for help • Sexuality and sexual behaviour (language, homophobia and sexism) • Sexual exploitation/trafficking • Sexual offences and the law • Definition of '<i>consent</i>' • Sex and the Media (pornography, sexting) • Pregnancy choices - abortion, adoption and parenthood • Sexual abuse • Gender issues 	<ul style="list-style-type: none"> • Portrayal of relationships in the media • Abusive relationships • Domestic violence • What makes a good relationship • Expectations in relationships • Breakdown in relationships and the effects of change - including separation, loss and bereavement. • Marriage • Roles of men and women • Parenthood • Impact of divorce