

The Chalfonts Community College



**SEX EDUCATION AND RELATIONSHIP  
POLICY**

**September 2018**

**Review Date : September 2019**

**Member of Leadership responsible:**

**THE CHALFONTS COMMUNITY COLLEGE**  
**SEX EDUCATION AND RELATIONSHIP POLICY**

**1. Introduction**

Sexuality is seen as a positive part of a person's growth and development throughout life. During their College life students will gain an understanding of the changes that take place during puberty and beyond. Students will also explore issues and develop skills that will enable them to communicate and make wise decisions within personal relationships. In recognition of this, the College has the following aims and objectives within SRE:

**2. Aims**

- To enable students to make informed, reasoned and responsible decisions about their sexual behaviour in the context of personal relationships.
- To help develop self-esteem and self-confidence in young people as the foundation for responsible and caring sexual relationships.
- To help young people be positive and confident about the physical, emotional and moral aspects of their own sexual identity.
- To understand areas of sexual health and related emotional and physical issues.

**3. Objectives**

- To develop knowledge and understanding about puberty, personal relationships, reproduction, menstruation, contraception, parenthood, sexually transmitted infections (STIs) including AIDS and risks involved in sexual activity.
- To promote an awareness of the pressures on a young person's sexual behaviour and self-image and to help improve assertiveness and the confidence to cope with such pressure.
- To encourage the valuing of stable family life, marriage and the responsibilities of parenthood, but also to recognise there are alternative lifestyles.
- To understand the spiritual, moral, social and cultural implications of sexual activity and an awareness of current laws relating to this.
- To develop communication and decision-making skills and the personal qualities, of dignity, loyalty and respect for themselves and others.
- To explore and challenge male and female role stereotypes and prejudices and encourage respect for differences in relation to gender and sexuality.
- To inform students about sources of confidential, professional advice and support in relation to sexual matters.

#### **4. Moral and Values framework**

Our College believes that SRE should be delivered within the following moral framework. Our programme promotes:

- Self respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings
- Mutual support and co-operation
- Honesty
- Accepting the responsibility for the consequences of our own actions
- The right of people to hold their own views
- Not imposing our views on other people
- The right not to be abused by other people or taken advantage of
- The right to accurate information about sex and relationship issues

#### **5. Content/Learning Objectives of the SRE programme**

The content is developmental with topics and skills being revisited and built upon as students progress through Years 7 to 13. In Years 7 to 11 specialist teachers who have experience in teaching sensitive areas, understand individual needs and have a deeper awareness of current issues, deliver SRE.

The content has been decided in consultation with staff, students and SRE guidelines. Consideration of the students' social, physical and emotional maturity has also been considered as part of the development of the programme.

The topics covered in PSHE and Citizenship that potentially highlight SRE issues are:-

Year 7 – Friendships, body changes, personal relationships, romance, personal hygiene, bullying, family conflict.

Year 8 – Personal friendships, peer pressure, contraception, teenage pregnancy

Year 9 – Relationships, love, intimacy and sexuality, prejudice, stereotypes, self esteem, body image, sexually transmitted infections.

Year 10 – SRE review, sexually transmitted infections, HIV/AIDS, sexuality, teenage pregnancy, teenage conflict, depression.

Year 11 – SRE review.

## **6. Organisation of the SRE Programme**

The Leader for SMSC is responsible for the organisation of the SRE programme. SRE is delivered predominantly in PSHE lessons and in calendared Drop Down Days to ensure a comprehensive coverage. However consolidation and extension of SRE is found in Science, RE, PE and during assemblies.

Ground rules will be developed during SRE lessons based on respect. The only additional considerations specific to SRE ground rules (as opposed to basic class rules) will be a need to reflect safeguarding issues.

These include:

- explaining to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult.
- avoiding direct personal questions about sexual health/activity to staff from students.
- encouraging students to reflect honestly about their sexual health – but respecting confidentiality through use of a question box.
- active learning techniques such as role-play, paired and group discussion, interviewing and presentations, are used in the teaching of sre as much as possible. Students will also be given many opportunities to reflect on what they have learnt in sre lessons. When discussing issues of contraception, effort is made to provide teachers with a contraception box to give students a first-hand look at different examples of contraception.

Most of SRE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material, but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

The Leaders for SMSC and for Citizenship thoroughly review any potential resource to ensure that there is no stereotyping, bias or prejudice. Many of the resources used are on the recommendation of other professionals.

### ***Specific Issues Statements***

## **7. Using visitors to deliver SRE**

Visitors are occasionally used to deliver aspects of SRE, but as their availability cannot be relied upon, the SRE programme is taught with no assumption of support from external speakers.

Whenever an external speaker is to be used to deliver a lesson or activity that is related to SRE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content (especially if there is concern that there might be a bias in the delivery).

All visitors are made aware of the SRE policy and staff evaluate all lessons. All external visitors are subject to safeguarding checks following College procedure. A member of staff will also supervise the visitor at all times.

## **8. Equal Opportunities Statement**

Our College ensures that effective SRE is available to all students. Our SRE programme responds to the needs of individual students and takes students' cultures, faiths and family backgrounds into consideration. Students with special educational needs are given extra SRE support by SEN staff.

## **9. Confidentiality**

Students' confidentiality is respected in all SRE lessons and they are made aware of the fact that what they say in lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk from harm.

## **10. Informing parents/carers and parents right to withdraw their child**

An overview of all topics covered within the L4L and the Citizenship programme is on the College website which parents can access from home. Parents are informed about the L4L and Citizenship programme in the first Chalfonts newsletter for each academic year. Parents are also welcome to contact the Leader for L4L and Citizenship at any time to discuss concerns.

Provision can be made for students whose parents wish their child to be removed from SRE lessons to work in another classroom or LRC while their class' SRE is being delivered.

## **11. Safeguarding Procedures**

The College has a Designated Safeguarding Lead who is responsible for safeguarding procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of SRE ground rules, teachers need to make it clear to students that if they suspect anyone is at risk from harm, they will need to tell another adult.

## **12. Approach to potentially controversial and sensitive issues.**

All staff are aware that everyone has views on SRE related issues. However, while it is respected that everyone has the right to their own viewpoint, all SRE issues are taught without bias. Topics are presented with all viewpoints so that students are able to form their own opinions, but are also encouraged to respect the fact that others may have quite different viewpoints.

## **13. Arrangements for monitoring and evaluation**

The L4L and Citizenship co-ordinator will be responsible for reacting to the responses of the whole College community to the SRE policy and programme, which will be investigated biennially by staff and students.

## **14. Linked policies**

- Spiritual, Moral, Social and Cultural Education

David Chapman