



### Definition

SRE is lifelong learning about physical, moral and emotional development and the importance of stable and loving relationships, respect, love, care, resilience and the promotion of children's wellbeing in modern Britain.

SRE also includes teaching about sex, sexuality and sexual health whilst not promoting any particular sexual orientation or early sexual activity.

### Policy Aims and Objectives

- to provide a description of how SRE is delivered, monitored and evaluated at CWLC;
- to set out the framework of values which guides the delivery of SRE and the wider pastoral care of students, and contributes towards the ethos of the school;
- to communicate young people's legal rights to seek confidential advice, support and treatment around their sexual health and also parents' legal right to withdraw their children from SRE;
- to describe how young people can be helped to access confidential help both within school and in the community;
- to provide our students with accurate, objective information and allow them to discuss the nature of sexuality, loving positive relationships and attitudes and values that influence their sexual behaviour/sexual choices.

### Learning Outcomes

By the end of Key stage 3 and 4 students will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy, safe choices in their future relationships. They will recognise the physical, emotional and moral implications and issues of certain types of behaviour and be encouraged to be sensitive and tolerant of the needs and views of others. They will also consider the importance of self-restraint, dignity and respect for themselves and others.

### Delivery

SRE is coordinated by the Values and Ethics Coordinator in association with Worcester Sexual Health Education Unit. Biological aspects of SRE are taught within the science curriculum and some of the moral and ethical aspects are taught within RE. SRE is taught as part of the Values and Ethics programme by the RE department staff who have been trained by Worcestershire LA. The teaching methods used follow established good practice and include small group work, active learning, discussion, role play and project work. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Staff will use their skills to explain and discuss issues clearly and explicitly maintaining a balanced and sensitive approach and ensuring that students are aware of the correct vocabulary, alongside their own terminology. A variety of resources are used in both key stages to teach the units and the students are taught in co-educational, mixed ability, year based

groups. As part of our Citizenship Days we often have visitors to aid in the delivery of SRE; these visitors include health professionals and members of voluntary organisations. The headteacher will ensure the visitors' contributions to lessons are in line with the learning outcomes of our SRE programme. A teacher will always be present during the lesson. The topics undertaken are listed in appendix 1 but are updated after each module.

### **Confidentiality**

Teachers should not promise absolute confidentiality to students. However, teachers are only obliged to pass on disclosures as defined by this policy. If a teacher believes a student to be at risk, (see below) she/he should inform the headteacher who is the designated safeguarding lead (DSL) or the person who acts in the absence of the DSL (see safeguarding policy). The student must be told that this is what they are doing. Teachers will recognise the importance of listening to the concerns of individual students but should not offer specific and personal advice about a student's health (students could be referred, however, to an appropriate medical service). Staff will also be aware that young males find it more difficult than females to express emotions and will offer support where possible. Again, teachers will not go against the student's wishes and talk to the parents. The headteacher will decide what action, if any to take.

### **Monitoring and Evaluation**

The Values and Ethics Coordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observation, gathering feedback from students and teachers, including an annual student voice evaluation sheet. Feedback is gained from group discussions at learning mentor meetings and through student assessment sheets.

This policy will be reviewed annually and is a flexible curriculum that responds to local/national need for example, 'sexting'. Acceptable use of social media has been included in year 7 in response to the safeguarding audit.

The SRE policy and Values and Ethics scheme of work will be made available to any parent who wishes to see it.

### **Withdrawal of Students**

At present parents are informed of their right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment to discuss the matter with the child's Director of Studies or the Headteacher. Parents have the right to withdraw their children from any part of the Sex and Relationships education programme although it is hoped that parents will see the value and importance of this programme in supporting young people to prepare for the challenges and responsibilities which sexual maturity brings, especially with the statutory PSHE Bill coming into effect in 2019.

### **Students are deemed to be 'at risk' if they are:**

- PCSO works at school and works 1:1 with students at risk of unacceptable relationships;
- involved in illegal activities;

- involved in situations where they can endanger themselves or others;
- involved in situations where they are being exploited or are exploiting others;
- victims of abuse, physical, sexual or emotional; this would require referral to the DSL;
- thought to be pregnant.

### **Disclosure of Underage Sex**

If a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse, they should take steps to ensure that:

- wherever possible, the young person is persuaded to talk to their parent or carer;
- that the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception and advice services;
- any child protection issues are addressed.

### **Student support services available in school**

- we employ a part time Counsellor to whom referrals can be made;
- we hold a regular Time 4 U clinic within the school grounds where students can access professional, confidential advice from NHS staff;
- students can meet with the School Nurse by appointment or 'drop in' – based at CWLC on Mondays;
- a referral can be made to an NHS Sexual Health Counsellor.

## **Appendix 1 - V&E topics covered curriculum year 2016-2017**

### **Year 7**

Personal identity  
Character & confidence  
Friendships  
Bullying (including online)  
Growth mindsets and resilience  
Puberty  
Healthy bodies, healthy minds  
Disrespect Nobody (age appropriate child sexual exploitation)  
E-safety and the law  
Managing risks  
Respecting sexual diversity  
Good citizens  
Understanding Dementia  
Disability and inclusion  
Hate crime  
Good mental health / coping with exams  
Social media – acceptable use

### **Year 8**

Democracy, rights and responsibilities  
Immigration  
Hate crime  
Human rights  
Amnesty  
Child labour / child exploitation  
Personal hygiene  
Puberty  
Self-esteem and mental wealth  
Sexting and attitudes online  
Derogatory language (#NotOK)  
Respecting sexual identity  
Substance misuse (alcohol and drugs)  
The legal system  
Young people and crime

### **Year 9**

Sex in the media  
Respectful language (#NotOK)  
Self-esteem  
LGBT  
Fantasy vs reality  
Consent  
Gender – where's the balance?  
Domestic abuse

Drugs  
Child sexual exploitation  
Delaying early sex  
Contraception  
STIs  
Abortion  
Pregnancy and childbirth  
Addictions  
Mindfulness  
Coping with exams / revision techniques

**Year 10**

Derogatory language (#NotOK)  
Sex and social media  
Porn: Fantasy vs Reality  
Consent  
Drugs incl. lethal highs  
Alcohol  
Healthy relationships  
Child sexual exploitation  
Managing money  
The UK Parliament  
Pressure groups  
Revision and mental health

**Year 11**

Life skills for the workplace  
Consent  
World AIDs day  
Body Image  
FGM  
Law and order  
Capital punishment  
Organising and managing your time  
Preparing for life after school