



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;
- following the Ofsted review of sexual abuse in schools, all staff training has included a 'zero tolerance' approach to intolerant behaviour.

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.

Specifically, students will have learnt about the following areas as specified by the PSHE Bill;

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- within KS5, students receive further education on healthy relationships including sexual relationships. This is delivered either by the Worcester Sexual Health team or by CWLC staff who have been trained by Worcester Sexual Health. Further education on sexual harassment and sexual assault is provided by West Mercia Rape and Sexual Abuse Support Centre or by CWLC staff who have been trained by this organisation. All education is based on age appropriateness and is adapted to meet the needs and requests of the students within the sixth form.

Delivery

SRE is organised 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. 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 within Values and Ethics are listed in appendix 1.

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 and Parent voice evaluation sheet.

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. The policy is also accessible on the school website.

Withdrawal of Students

In line with Statutory Guidance, CWLC will comply with the following procedure- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. CWLC will document this process to ensure a record is kept.

During this meeting the head teacher will discuss with the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

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

- 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

- PCSO works at school and works 1:1 with students at risk of unacceptable relationships;
- we employ a part time Counsellor to whom referrals can be made;
- students can meet with the Sexual Health School Nurse by appointment or 'drop in' – based at CWLC on Mondays;
- the school has set up an email address – callitout@cwlc.email – for students to highlight any concerns. This will be dealt with by the pastoral team.

Appendix 1 - V&E topics covered

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	The Houses	Changing Adolescent Body/Relationships/Family	Mental Wellbeing	Online and Media	Families	British Values
8	Citizenship	Changing Adolescent Body	Healthy Lifestyles- Drugs, Alcohol and Tobacco.	Respectful Relationships/ Family	Internet Safety and Harm	Healthy Lifestyles- fitness, nutrition and sleep.
9	The Media and How we Behave, Online Media.	Respectful Relationships- Equality.	Mental Wellbeing	Health and Prevention	Intimate and Sexual Relationships.	First Aid
10	The Big Issues	Drugs and Alcohol	RS	RS	Porn, Healthy Relationships, Pregnancy. Intimate and sexual relationships	Money Matters
11	Careers	Careers / Intimate and Sexual relationships	RS	RS	Revision	Revision