

Sex and Relationships Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	November 2015
Date agreed by Governing Body	December 2015
Date of next review	September 2018
Lead Member of Staff	Simon Palmer and Shane Barrow

At Cavendish we recognise the importance of high quality Sex and Relationships Education based on “respect”, “integrity” and “responsibility”, which seeks to enable young people to lead safe and healthy lives into adulthood. SRE is an entitlement for all young people. We believe that its delivery should be inclusive, taking into account young people’s age, gender, learning needs, culture, family circumstances and sexuality. SRE at Cavendish will seek to enable young people to gain information and explore attitudes and values. There must also be time for reflection. At Cavendish we firmly believe that SRE is most effective when provided in a wider context of social and emotional development.

Purpose:

The Sex and Relationships Education programme will seek to develop students’ personal and social skills and their **attitudes and values** alongside the **knowledge and understanding** elements.

This will include:

- learning the importance of values and individual conscience and moral considerations;
- the value of family life, and stable and loving relationships,
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Students will learn to make choices based on an understanding of difference and with an absence of prejudice, developing self-respect and empathy for others, and developing an appreciation of the consequences of choices made.

In an ideal world the responsibility for Sex Related Education would be accepted in each family. In reality many young people receive much of their information from the media and their peers. This information is often subjective and inaccurate. A number of children do not receive adequate parental support or the benefits of a stable family life and the school therefore feels a major responsibility for:

- facilitating the provision of and an understanding of factual information
- encouraging the development of a range of appropriate personal skills.
- clarifying attitudes and values.
- stressing the importance of consequences and the need for responsibility for oneself and others.

At Cavendish we do not teach Sex and Relationships Education within a moral vacuum. Our programme is based upon particular values, namely the uniqueness of each individual and the right to say "No" to sexual activity. The value of stable family life is promoted within the context of love, rights and responsibilities.

Our specific aims develop in order to match the age and maturity of the young people being taught at any one time. However, underpinning all of them is an understanding of biological, emotional, social, legal and moral aspects of sex and sexuality.

The objectives of Sex and Relationships Education (SRE) at Cavendish are:

- To develop full responsibility for students own behaviour and the ability to take effective action when they experience inappropriate behaviour which affects themselves or their peers.
- To enable young people to understand the biological facts related to human growth and development including reproduction and contraception.
- To enable young people to understand human sexuality, reproduction, sexual health, the nature of feelings and emotions experienced by themselves and others and the importance

of healthy personal relationships.

- To develop an understanding of and sensitivity to different lifestyles, needs and feelings of others.
- To help young people to identify and enable them to use sources of help and advice available within the family, school and community.
- To assist young people in making informed decisions about their sexual behaviour and the consequences of behaviour which carry risks.
- To encourage exploration of values and moral issues particularly the value of family life in its many different contexts.
- To know and understand the legal framework relating to sexual activity.
- To foster a range of personal skills and qualities such as communication, decision making, negotiation, assertion and self-esteem which will enhance the young people's ability to lead sexually fulfilling and healthy lives.
- To enable young people to appreciate how their decisions over sexual behaviour contribute to their personal identity and integrity.

TEACHING AND LEARNING STYLES

Student-centred, participatory approaches are essential if pupils are to consider values, attitudes and behaviour. Whilst specific knowledge may be transmitted through didactic teaching methods much of the teaching programme will be based upon the active involvement of pupils.

The teacher must generate a teaching environment in which pupils feel able to discuss sensitive issues without embarrassment, and will respond to each other sensitively with a considerate and tolerant approach. Within each classroom the negotiation of 'ground rules' as to what is acceptable will help to create a suitable environment. Care should be taken to make explicit the importance of confidentiality and the limits of any such confidentiality negotiated within the class.

The personal privacy of young people should be respected and all pupils should have the right to withhold their opinion or experiences with regard to a topic that is particularly sensitive for them.

In general SRE throughout Cavendish is developed, taught and organised in mixed sex groups. We believe that it is important that boys and girls are encouraged to communicate with each other and so develop understanding and empathy for alternative points of view. We know from current research that the lack of communication within relationships is a major hindrance to the adoption of safer sexual practices.

We recognise that there are differences in attitudes, beliefs, feelings and peer pressures around sexuality and early sexual experiences. This is taken into consideration when planning and delivering the curriculum.

LOCATION OF SEX EDUCATION

SRE takes place in specific areas of the school curriculum.

Science

Knowledge of the growth and development of young people and the reproductive system are components of KS3 National Curriculum Science. In KS4 the use of hormones to control fertility is a part of a module.

PSHEE

Key Stage 3

Physical changes occurring in puberty, reproduction, health and hygiene.

The nature of relationships, emotions and sexuality.

Specific responsibilities within sexual relationships and contraception

Key Stage 4 (Integrated into Humanities GCSE/ PE and Health and Fitness)

Communication and negotiation in sexual relationships

Contraception, STI's

Moral/ethical issues relating to sexual relationships, pregnancy and abortion

Questions of gender difference, sexuality and society are likely to arise in other areas including English, Drama and History. Details of course content are available in the individual subject syllabi.

External Agencies also contribute to the SRE entitlement.

PROGRESSION AND CONTINUITY

Within KS3 work begins from a factual stance, dealing with growth and development, health and hygiene, menstruation and reproduction. However, it also focuses on social and moral issues and allows pupils to explore choices and the consequences of certain actions. Contraception issues are addressed during this key stage.

In KS4 the programme builds on this knowledge and understanding to explore moral decision making in sexual relationships. The importance of communication and negotiation and the consequences of certain actions are explored in greater depth. Factual input occurs as appropriate.

SENSITIVE ISSUES

We are aware that society, place and context have shaped and changed the definition of what constitutes a sensitive issue at any one time. We need to encourage a respect for the varied beliefs and values held by different groups in our pluralistic society.

Cavendish accepts the responsibility to provide children with the support, guidance and information that is their entitlement in law.

When outside agencies provide classroom sessions they will be made aware of and follow the relevant policies of the school.

In the unlikely event that issues arise which cause concerns of a Child Protection nature, the teacher shall inform the designated Child Protection Officer and the school's Safeguarding and Child Protection policy shall be followed.

USE AND DEVELOPMENT OF RESOURCES

Support, counselling and resources are available from a number of agencies. We accept the need to ensure that all visiting speakers, videos and other materials when used alone or in conjunction with others provide a balanced view of the issues. If there is any bias, this will be pointed out to the pupils. As new resources become available the PSHE co-ordinator and the team, will review them and incorporate appropriate material into the programme.

STAFF DEVELOPMENT AND TRAINING

SRE is a sensitive area for teachers and it is essential that all staff members who are asked to teach in this area are comfortable with the topics and receive appropriate introductory INSET and regular training to update their knowledge and skills. The East Sussex Advisory/Consultant, amongst a range of agencies, offers guidance and support.

STATUTORY RIGHT TO WITHDRAWAL

Opportunities exist throughout the statutory curriculum to provide SRE. In the event of any parent, carer or guardian wishing to withdraw their child from Sex Education lessons (except those conforming to the National curriculum science order,) they are asked to inform the Head teacher in writing. A withdrawn child will be supervised in a classroom separate from the Sex Education lesson whilst completing individual work relating to PSHE topics.