



<i>Policy/Procedure Title</i>	<i>Sex and Relationships Education Policy</i>
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## **Sex and Relationships Education (SRE) Policy**

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## **PART 1: The Context of Our Sex and Relationships Education Policy**

### **a) Our Shared Beliefs about SRE**

At UTC Cambridge we believe:

- SRE is lifelong learning about ourselves – our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Learning needs, family circumstances, race, culture, religion, gender and sexuality all affect access to SRE.
- SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE).
- SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

### **b) Entitlements**

We, together with our partners in the community, are committed to working towards the implementation and development of the following entitlements.

**Children and young people** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered SRE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about issues of confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.

- Be involved in developing and evaluating the content, delivery and timing of their SRE programme.

**Adults working with children and young people** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of SRE.
- Contribute their views and ideas in support of the development of SRE for children and young people.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and how it affects them.

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their child.
- Information on how and when SRE is taught.
- Understand their rights and responsibilities in relation to SRE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

### **c) The Wider Agenda**

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our SRE policy contributes to meeting local and national priorities as described in strategies such as:

- *Every Child Matters.*
- *Healthy School Status.*
- *Teenage Pregnancy Strategies.*
- *Sexual Health Strategies.*
- *Looked After Children.*
- *Children and Young People's Plan.*
- *HIV and Sexual Health Strategy.*
- *Child Protection.*

## **PART 2: Our Sex and Relationships Education Policy**

### **a) Introduction**

Our work in SRE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children and young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children and young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values and respect for other races, religions and ways of life.

This SRE policy will be made available on the UTC website and on the school intranet.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' DfE 2000. Our policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010) that children and young people need high quality SRE, so they can make wise and informed choices. Our policy also reflects recommendations from Ofsted and the Sex Education Forum.

### **b) Our Aims for SRE**

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children and young people to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children and young people.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Be able to name the parts of the body and understand the process of human reproduction.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Value, care for and respect their bodies.
- Access additional advice and support.

### c) Delivering our SRE curriculum

Our Curriculum for SRE describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum, DfE and Ofsted guidance. It also reflects best practice described by Sex Education Forum. Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance and pastoral support.

We consider SRE to be a continuous process of learning, which begins well before the children and young people enter our college and continues into adulthood. The objectives of the SRE Curriculum will be taught in:

- PSHE through designated Big Question Days.
- Other Curriculum areas, especially Science, English, and PE

Specific Units of Work on SRE are planned into our teaching programme

### d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by Science and Pastoral staff.
- Those delivering SRE will have responsibility for assessing children and young people/s needs and selecting appropriate activities and methodologies to meet these needs, supported by the Deputy Principal.
- The Deputy Principal is responsible for reviewing and evaluating SRE at our school with the support of the Director of Student Progress
- Governors hold responsibility for the SRE policy and will be assisted in monitoring its implementation by the Deputy Principal.

### e) Teaching Methodologies

**Ground Rules:** SRE is taught in a safe, non-judgemental environment where adults and children and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

## Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where a question or comment from a student in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with the school's policy.

## Distancing Techniques

In order to protect children and young people's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction, case studies, role-play, videos, and theatre in education* to enable young people to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## f) Inclusion

We understand the importance of ensuring that all children and young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children and young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we will review our SRE programme to ensure that provision is made for those with additional needs. When working with young people with additional needs we will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour .
- Their need to develop self-esteem and positive body image.

- The need to involve all staff, including ancillary staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for students.

### **g) Resources**

We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- Are consistent with the Curriculum for SRE.
- Relate to the aims and objectives of this policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children and young people.
- Appeal to adults and young people.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements for SRE.

### **h) Use of Visitors to Support SRE**

We believe that SRE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of UTCC at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- UTCC will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons (and assemblies) will be planned in direct liaison with the Deputy Principal, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.

- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Deputy Principal beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

### **i) Confidentiality**

At UTC Cambridge we have a clear and explicit policy on confidentiality, which is shared with staff, pupils and parents/carers:

- Staff are unable to offer absolute confidentiality.
- We will reassure children and young people that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Young people will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children and young people than school staff may give. However, in a classroom and other teaching/pastoral situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality policy. Health professionals will ensure that children and young people are aware of this when beginning work with them.

### **1) Child Protection**

We recognise that because effective SRE may alert children and young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **i) Sexually Active Pupils**

In order to create a safe learning environment for effective SRE, we will establish ground rules and use distancing techniques to facilitate discussion. If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We will inform young people of where they can obtain confidential support and information.
- Careful judgements will be made as to whether the sexual activity is a child protection matter.

We offer guidance for all our staff to support their decisions relating to disclosure.

### **j) Staff Training**

Teaching SRE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all



adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for SRE. We will also encourage the sharing of good practice. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors.

### **k) Role of Governors**

This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of our community.

### **l) Pupil Participation**

We will involve young people in the evaluation and development of their SRE in ways appropriate to their age.

- a. We will refer to local/countywide/national data.
- b. We will engage the children and young people in assessment activities to establish their development needs.
- c. We will encourage children and young people to ask questions as they arise e.g. by providing anonymous question boxes.
- d. We will ask children and young people to reflect on their learning and set goals for future learning.
- e. We will consult children and young people (e.g. through feedback on PSHE courses through pupil evaluation) about their perception of the strengths of our SRE programme and the areas to be further developed.

### **m) Working with Parents/Carers and our School Community**

Parents and carers are the key figures in supporting their children and young people through the emotional and physical aspects of growing up. We recognise that many children and young people would prefer to receive information about SRE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Making the SRE policy available to parents on request.
- b. Gathering governors' views on the SRE policy and taking these into account when it is being reviewed.
- c. Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus.

Parents and carers will be given access to this policy on request.

Parents and carers have the right to withdraw their children and young people from all or part of those elements of SRE which are not included in the statutory curriculum.

Any parent or carer who wishes to withdraw their child from SRE should, in the first instance, contact the Deputy Principal to discuss the matter.

Monitoring and evaluation of the policy is the responsibility of the Governing Board.

The policy will be formally reviewed every three years. The next review will take place in 2020.

**p) Glossary**

**PSHE:** Personal, Social and Health Education

**SRE:** Sex and Relationships Education

**STI:** Sexually Transmitted Infection

## **Section 3 – Sensitive Issues**

### **a) Puberty**

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it. We also recognise that young people develop at different rates. When teaching about puberty in our SRE programme, we will be sensitive to the needs of those developing at different rates. We also recognise that young people will have participated in lessons about puberty in their education before UTCC and we will ensure that our provision reviews existing knowledge, skills and attitudes and builds on these.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

### **b) Contraception**

We understand that adults in school are required to:

- Provide education about contraception and where it can be obtained to those participating in SRE (Those whose parents have withdrawn them from SRE must still consider how the medical use of hormones can control or promote fertility as part of the Science Curriculum)
- Provide information about confidential advice and treatment services to all young people.
- Follow the school's confidentiality and child protection policies.

Those delivering the Curriculum for SRE will be aware of the local provision for young people who wish to find out more about contraception or access it.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in SRE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

### **c) Abortion**

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with parents and health professionals.

We recognise our responsibility to discuss the delay of sexual activity and to offer information about contraception and confidential advice services in order to reduce the incidence of unwanted pregnancy.

### **d) STI's and HIV/Aids**

Elements of our SRE and Science Curricula are relevant to teaching about STI's and HIV/AIDS. We will discuss the different ways diseases might be spread and steps a young person might take to reduce their spread. Some children and young people will be aware of STI's or HIV/AIDS and may ask questions in relation to SRE or perhaps drug education.

Dependent on age and developmental needs, we will ensure the young person has the information they need about contraception and preventing STI's and HIV/AIDS. They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

#### **e) Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, young people must feel that SRE is relevant to them and sensitive to their needs. We acknowledge that children and young people will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these.

