



**The Castle Partnership Trust**  
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**Relationships & Sex Education Policy**

**Date: July 2017**

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**This policy should be operated in conjunction with the Trust's Safeguarding Policy  
and Suggestions & Complaints Procedure.**

## **School Vision**

Our aim is for every child to achieve, participate and belong, and this is at the heart of everything we do at The Castle Partnership Trust.

This will be reflected in SRE (Sex and Relationships Education) provision by ensuring that all students have the opportunity to access SRE education appropriate to their need to equip them for adolescent and adult life in the modern world.

## **Rationale**

Within The Castle Partnership Trust, relationships and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and in society by preparing students for the opportunities, responsibilities and experiences of adult life. **Effective sex and relationship education does not encourage early sexual experimentation.**

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects within the taught curriculum.

## **Aims and Objectives**

Within the Trust we aim to provide our students with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. The curriculum is in line with current DfE guidance.

- It should teach young people to understand human sexuality and to respect themselves and others.
- It should enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.
- It should build up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

## **Basic Information**

This policy was produced using guidance provided by the Secretary of State's 2000 guidance on SRE and the PSHE association's new supplementary SRE guidance.

## **Overview**

The core areas in line with the PSHE association guidance on SRE that we, as a Trust, wish to promote are:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- issues taught are such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

### **Intended Outcomes**

By the end of KS3

- Students will have an understanding of the physical process of reproduction.
- Students will have an understanding of the physical and emotional changes their bodies are undergoing as they progress through puberty.

By the end of KS4

- Students will be equipped to recognise healthy and unhealthy relationships along with strategies to ensure their own safety and mental wellbeing.
- Students will have an understanding of male and female contraceptive options including where these can be obtained from and what to do if these fail.
- Students will also have high regard for their own sexual health in the future – including how to avoid and how to access appropriate treatment for sexual infection.

### **Moral Framework**

Students will be taught SRE within a framework which models and encourages the following values:

- Developing a critical awareness of themselves and others

- Learning to show tolerance, understanding, respect and care for others and their sexual orientation or preferences.
- Acknowledging the rights, duties and responsibilities involved in sexual relationships.
- Developing an awareness and belief in one's own identity.
- Having a positive attitude towards the value of stable relationships, marriage and family life for the upbringing of children.
- Acknowledging and understanding diversity with regard to religion, culture.
- Challenging sexual discrimination, exploitation and raising awareness of FGM.

### **Working With Parents**

The Trust is committed to working in close partnership with parents and carers who are the key people in teaching their children about relationships. Parents/carers are welcome to discuss the Trust's SRE programme and to view the teaching materials and resources that will be used. Copies of this policy are available on the website and as a hard copy from the school office. Parents will be reminded about the policy prior to delivery in PSHE lessons.

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual students, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

### **Content and Organisation**

As well as specific PSHE provision, there will be times when content is studied within other curriculum areas. Provision may be made for students in mixed age classes to be taught in separate age groups. Normally, male and female students will be taught together. However, when deemed appropriate, there may be occasions when students are taught in separate gender groups.

### **Equal Opportunities**

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Single Equalities policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a student is absent from school (eg through illness, school refuser) and does not

participate in the SRE programme, the school will ensure that teaching materials are made available. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all students in the school.

### **Specific Issues**

#### **Personal Beliefs**

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

#### **Language and Ground Rules in Lessons**

All staff teaching SRE will set ground rules in their classes. For example:

- \* no one (teacher or student) will have to answer a personal question*
- \* no one will be forced to take part in a discussion*
- \* the only language used will be easily understood and acceptable to everyone in the class*
- \* only the correct names for body parts will be used*
- \* meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

#### **Dealing with difficult questions**

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow the Trust's Safeguarding policy.

#### **Contraception**

Trained staff are able to give students full information about different types of contraception, including emergency contraception, and their effectiveness and appropriateness. Individual advice cannot be given to students. Trained staff can, however, give both individual students and groups of students additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

#### **Teaching About Gay, Lesbian and Bisexual Relationships**

The diversity of sexual orientation found within society may also be reflected in the

school community. Students will need to be given information regarding access to relevant support agencies. The school will seek to ensure that SRE is relevant and positive for all students, and that teaching about sexuality is undertaken by teachers who are trained and comfortable with such issues.

### Confidentiality

*'Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice throughout the school which both students and parents understand. Teachers cannot offer or guarantee absolute confidentiality.'*

Staff teaching SRE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

Information about local advice and support is available to students in the welfare office and from Heads of House. The Trust signposts to other support agencies.

### **Monitoring and Evaluation**

The SRE policy is monitored and evaluated through an annual review process in consultation with staff delivering the content and student feedback.

### **Assessment of Learning**

Assessment of learning will be based on the PSHE association framework AFL descriptors. Students will use these to assess their level of understanding and the PSHE lead will use this to inform and evolve the provision of SRE across the school.