



CALLINGTON COMMUNITY COLLEGE (ACADEMY TRUST)

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

Callington Community College is an Academy School for 11-19 year olds. It is a mixed comprehensive with four specialist status awards – Sports College, Music College, Training College and Leading Edge. Students come to the college from rural areas of East Cornwall and reflect the wide social and limited ethnic and religious population. The College has achieved Healthy College status.

Sex and Relationship Education (SRE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. (DFEE Guidance 0116/2000)

The Aims of Sex and Relationship Education:

Based on the above definition the aims of SRE in this college are:

- To enable our students to better understand the nature of human relationships;
- To enable students to see the importance of stable loving relationships for the bringing up of children;
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this college SRE has three main elements, all of which are important for a balanced SRE programme:

Attitudes and values

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

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity and
- the avoidance of unplanned pregnancy.

Moral dimension

The College recognises that it is a moral body in its own right. As part of the whole curriculum the college seeks to explore issues of morality. The college recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the College's SRE programme

The content of the college's programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHEE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000, the PSHEE Framework and the National Curriculum Science Order:

PSHEE framework

Key Stage 3

Developing a healthy, safer lifestyle

Students are taught:

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;
- how to keep healthy and what influences health, including the media;
- that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health;
- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

Developing good relationships and respecting the differences between people

Students are taught:

- about the nature of friendship and how to make and keep friends;
- to recognise some of the cultural norms in society, including the range of lifestyles and relationships;
- the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help;
- about the role and importance of marriage in family relationships;

- about the role and feelings of parents and carers and the value of family life;
- to recognise that goodwill is essential to positive and constructive relationships;
- to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;
- to resist pressure to do wrong, to recognise when others need help and how to support them;
- to communicate confidently with their peers and adults.

Key Stage 4

Developing a healthy, safer lifestyle

Students are taught:

- to think about the alternatives and long- and short-term consequences when making decisions about personal health;
- to use assertiveness skills to resist unhelpful pressure;
- about the health risks of early sexual activity and pregnancy, and about safer choices they can make;
- in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices;
- to seek professional advice confidently and find information about health.

Developing good relationships and respecting the differences between people

Students are taught:

- to be aware of exploitation in relationships;
- to be able to talk about relationships and feelings;
- to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully;
- about the nature and importance of marriage for family life and bringing up children;
- about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life;
- about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances;
- to know about the statutory and voluntary organisations that support relationships in crisis.

National Curriculum Science

Key Stage 3

- that fertilisation in humans is the fusion of a male and a female cell;
- about the physical and emotional changes that take place during adolescence;
- about the human reproductive system, including conception, the menstrual cycle and fertilization;
- how the foetus develops in the uterus;
- labour, birth and potential problems;

- how the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4

- reproductive system;
- monitoring growth of the baby;
- the way in which hormonal control occurs, including the effects of sex hormones on the menstrual cycle;
- some medical uses of hormones, including the control and promotion of fertility, IVF. Ethics of infertility treatments and foetal investigations;
- the defence mechanisms of the body.

Key Stage 5

- HIV case study;
- human papillomavirus (HPV) and cancer;
- reproductive system;
- sexual characteristics;
- infertility and IVF and ethical considerations;
- contraception and STDs;
- gestation and birth.

SRE is taught at both Key Stages and appears in each Year's PSHEE programme. The College's Prospectus clearly states that SRE will be part of the PSHEE programme. Parents/carers wishing to see the SRE programme, the materials used and/or the PSHEE scheme of work may do so by contacting the Head of PSHEE. Belief and Ethics also contributes to SRE issues in Year 10.

The outcomes for SRE in the Secondary phase are clearly set out in DfEE guidance 0116/2000 and through its curriculum the college seeks to deliver these outcomes.

At secondary school level, sex and relationship education prepares young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;

- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships.

The delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within college, and in this regard SRE is supported by the College Behaviour Management policy. It is the responsibility of the Science department's staff to deliver the National Curriculum Science Order according to the scheme of work. Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order, the college has a team of teachers trained specifically to deliver SRE within the secondary context. SRE is delivered as part of the College's PSHEE programme and can be identified clearly within the college's programme for each year.

Methods of teaching and resourcing

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion and small group work
- Role play
- Research and presentation.

Ground rules are used to create a safe environment for learning.

Teachers will also use other teaching methods to enable students to learn about SRE which are age appropriate, taking into account the developmental needs of individual students. Parents/carers are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning that are used.

The college uses a wide variety of resources, including documentaries, textbooks, leaflets and newspapers. Parents/carers are welcome to view these materials.

Monitoring and evaluating SRE

SRE will be monitored by the College's PSHEE Co-ordinator. It is the Co-ordinators responsibility to:

- Ensure that SRE occurs in the College's curriculum according to the schemes of work for PSHEE;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the College's programme

The Co-ordinator will be given time to monitor and evaluate the College's SRE programme as it occurs in the colleges schemes of work for each Key Stage.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way; and

- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the College's policy in this matter.

Visitors contributing to SRE

From time to time as part of a planned module of work the college will invite in local experts on issues relating to SRE as well as using health and other professionals associated with the college. All college associated health and other professionals and visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of the college and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the college in delivering its policy on SRE;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow the College's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the College's programme for SRE and PSHEE.

Services to Young People provided by the College

Services are provided for students by health and other professionals attached to the college. Tic-Tac provides a drop-in service for students every second break.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct.

Health professionals

- 7.16.1 Outside the teaching situation, health professionals such as school nurses and doctors can:
- give one-to-one advice or information to a pupil on a health-related matter including contraception; and
 - exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

(Circular 0116/2000)

Extracts of the College's Confidentiality policy as relating to SRE are attached to this policy as Appendix 1.

Parental right to withdrawal from SRE

Parents/carers have the right to withdraw their students from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher (Gary Lobbett, Callington Community College, Launceston Road, Callington, PL17 7DR) . When the Headteacher receives such a letter he will invite the parents/carers to a meeting, at which the Headteacher will explain clearly what the College's policy is and seek to accommodate the wishes and/or concerns of the

parents/carers. If that is not possible the students will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. The right to withdrawal will be made clear in the College's Prospectus. A copy of this policy will be made available to all parents who request it.

Policy review

The College's Governing Body forms the SRE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

- parents/carers
- staff;
- students.

The College will do this by forming focus groups that will look at the policy and its effectiveness.

The organisation and teaching of SRE

Jennie Kramer, Head of PSHEE and Citizenship, Healthy Schools Co-ordinator

Hazel Bennun, NQT Citizenship and PSHEE teacher

Paul Stanley, Teacher of Public Services, PSHEE and Citizenship teacher

Suzannah Strong, NQT Citizenship, PSHEE and Belief and Ethics teacher

Andrew Pethick, Head of Biology

Penny Jones, Head of Belief and Ethics

APPENDIX 1

An extract from THE COLLEGE'S CONFIDENTIALITY POLICY

Aims

The aim of this policy is to set out the school's position on confidentiality so that the school meets the requirements of the:

- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998

Child Protection

Teachers will be clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place the teacher is bound by law to refer that student to the designated person in college, Pete Jenkins, giving a value free report of the disclosure.

Sex and Relationships Education

In cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse the teacher should:

- encourage the students to talk to their parent or carer;
- encourage the students to contact the school nurse or counsellor to access contraceptive and other services in the locality of the college.

Teachers will only have to report such disclosures where child protection issues are involved.

When the teacher who receives the information believes there is a child protection issue to be addressed, they must refer the case to a designated teacher for child protection. They should also make clear to the students that they cannot guarantee confidentiality. The teacher must ensure that the students understand that if confidentiality has to be broken they will be informed first.

The Headteacher and Governors will monitor the frequency of child protection cases as set out in the relevant policy.

Health professionals and others employed by the school

Health professionals are bound by their professional codes of conduct to maintain confidentiality. The school nurse will be bound by the UKCC code of conduct and the College's Counsellor by BAC codes of conduct. The College expects that health professionals employed by the college will maintain their professional status and registration.

APPENDIX 2

SRE in the Post-16 curriculum

The College recognises the importance of continued health education in the Post-16 context. PSHEE lessons are provided for all students as part of their general education in the Sixth Form. Part of the Post-16 PSHEE curriculum will include Sex and Relationships Education, which will consciously build on the KS4 curriculum. Students will be expected to further their knowledge, understanding and skills in this area by receiving input from the National Health Service supporting agencies drawn from the locality. Parents of Sixth Form students wishing to withdraw their child from SRE would need to contact the Head of Sixth Form Studies, in the first instance.

The Governor with responsibility for SRE is: Barry Adams

Date of completion: July 2011/JK

Date of review: July 2012

.....
Signature

.....
Date