

Cantonian High School

Ysgol Uwchradd Cantonian



THE BEST FROM EACH
SUCCESS FOR ALL

Sex & Relationship Education (SRE) Policy

January 2009

Reviewed October 2010

Reviewed Spring 2012

Reviewed Spring 2013

Reviewed Spring 2014

Reviewed Spring 2015

Reviewed Spring 2016

Reviewed Spring 2017

Reviewed Spring 2018

Revised Spring 2019

Governors adopted this policy on 04 July 2019

A - Introduction

School: Cantonian High School

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Reviewed: Annually

B - Policy Statement

Sex & Relationship Education (SRE) is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy. It is also about developing young people's skills so that they make informed choices about their behaviour and feel confident and competent about acting on these choices. It is widely accepted that children have the right to sex education, partly because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies and sexually transmitted infections (STIs), including HIV/AIDS.

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science order.
- Parents/Carers have the right to withdraw their children from SRE lessons.
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs), including HIV/Aids.

Further recommendations are:

- The DCSF Sex and Relationships Guidance (0116/2000) suggests that schools should set sex and relationships education within a broader base of self-esteem and responsibility for the consequences of one's actions.

C - Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work. It will be available to Governors, staff, pupils and parents.

Cantonian High School aims to provide young people with:

- Relationship skills that prepare them for the challenges of the teenage years
- Opportunities to explore their own values and develop their own moral framework
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- The ability to know where to seek help and advice
- High self-esteem, self-awareness and emotional health
- An awareness of the right they have over their own body
- The skills to be assertive
- Good communication skills
- The skills to make positive informed choices (that reduce risk)
- The ability to take responsibility for and accept the consequences of, their own actions
- The knowledge to reduce risks to their own and the health of others
- The ability to understand the risks to health and wellbeing associated with teenage conception

D - Moral and Values Framework relating to SRE

Cantonian High School teaches SRE within the following moral and values framework:

- Self-respect
- Respect and tolerance towards others who have different backgrounds, cultures, feelings, views and sexuality
- An awareness of the way others feel
- Mutual support and co-operation
- Honesty and openness
- The acceptance of the responsibility for and the consequences of, personal actions
- The right of people to hold their own views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about sex and relationship issues

E - Equal Opportunities Statement relating to SRE

Cantonian High School's SRE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration. Pupils with special educational needs (SEN) are given extra SRE support by SEN staff and SHOT (Sexual Health Outreach Team). Pupils with English as their second language receive help from the Specialist Teacher from EMTAS.

We also ensure the programme includes the full spectrum of diversity and is relevant to all young people – heterosexual, gay, lesbian, bisexual, transgender and any other LGBTQ groups, those questioning their sexuality, those who have not yet had sex and those that are sexually active.

F - Content

The relevant learning outcomes from the WAG PSE Framework in Key Stage 3 are:

- Know the law relating to various aspects of sexual behaviour;
- Know about contraception, sexually transmitted infections and HIV within the context of relationships;
- Recognise the features of safe and potentially abusive relationships;
- Understand the role of marriage, the importance of stable family relationships and the responsibilities of parents;
- Understand the range of emotions they experience and how to develop strategies for coping with negative feelings;
- Understand the benefits of accessing different sources of information, support and advice;
- To be able to make and maintain friendships, and to begin to negotiate behaviour in personal relationships; and
- Understand what they believe to be right and wrong actions, and the moral dilemmas involved in life situations.

The relevant learning outcomes from the WAG PSE Framework in KS4 are:

- Understand the range of sexual attitudes, relationships and behaviours in society;
- Understand the importance of sexual health and the risks involved in sexual activity, including potential sexual exploitation;
- Understand the features of effective parenting, and the effect of loss and change in relationships; and
- Know how to access professional health advice and personal support with confidence. Overall we aim to cover:

Accessing local health and support –

- Local and national
- Turning to trusted adults (including parents)
- Unplanned pregnancy – pregnancy choices
- Emotional literacy
- Confidentiality – in school and in GPs/sexual health services

Minimising risk in sexual encounters –

- Knowing about STIs
- Knowing that contraception exists and the different forms of it and where to access sexual health services
- Condoms, condom demonstrations, safer sex and its negotiation
- Alcohol and drugs education
- Considering real life situations (parties etc)
- Peer pressure and influence
- Avoiding exploitation
- Challenging myths and misunderstandings

Delaying sexual activity –

- Considering how you know you are really ready for sex
- Saying “no” and being assertive
- Considering rights
- Raising self esteem
- Exploring friendships
- What is “good” sex

Realising potential for positive sexual health -

- What makes a “good” sexual relationship
- Maintaining sexual relationships
- Communication and negotiation in sexual relationships
- Gender issues

Challenging stereotyping and prejudice –

- Challenging sexual stereotyping
- Teaching about sexuality
- Challenging homophobia
- Considering media messages

Improving relationships –

- Valuing friendships
- Communication skills – conflict, negotiation, assertiveness, appreciation
- Attraction and crushes

Helping pupils through the process of adolescence –

- The physical changes of puberty
- The emotional changes of puberty
- Changing relationships

Guidance in National Assembly Circular 3/99 ‘Student Support and Social Inclusion’ deals with the unacceptability of and the emotional distress and harm caused by bullying in whatever form, including sexual orientation. Teachers will undertake to counteract prejudice and victimisation, and promote self-esteem and a sense of responsibility in our students. Any instance of bullying, with a sexual-orientation dimension to it, will be dealt with in accordance with the school’s bullying policy.

G - Organisation

SRE is:

- Embedded in the PSE curriculum
- Enhanced through collapsed timetable days

SRE is delivered by a range of external speakers, including SHOT, Rise (domestic violence support agency), Police and Hafan Cymru.

The SRE programme will be monitored by feedback from staff, pupils and agencies via questionnaires, discussions and staff assessment through evaluation forms. The PSE Coordinator keeps copies of feedback from each lesson which are then used to inform future planning.

H - Specific Issues within SRE

Parents/carers have the right to withdraw their children from all or part of the SRE provided at school except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the SRE programme until the request for withdrawal has been removed in writing.

Materials can be provided to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

SRE may bring about disclosures of safeguarding children issues and the staff and visitors are conversant with the procedures for reporting concerns to the Child Protection Officer. In these cases, the school's Child Protection Officer needs to be referred to.

As a general rule, a child's confidentiality is maintained by the speaker. If the speaker believes that the child is at risk or in danger, they will talk to the named Child Protection Officer and the Head teacher before any decision is made.

Where appropriate, pupils will be taught in single sex groups.

I - Accessing Sexual Health Services

Cantonian High School actively refers young people to sexual health services. Members of staff will maintain the confidence of a young person (if it perceived that they or anyone else are not at risk of harm) and take appropriate action which can include:

- Making an appointment (by phone) on behalf of the young person
- Escorting the young person to the service they need (the Headteacher needs to be informed of this)
- Actively referring the young person to the school nurse

J – Dissemination

All SLT and Governors receive a copy of the policy. The policy is also available on the school's website.

This policy will be reviewed annually.

Agreed by Headteacher:

Agreed by Chair of Governors: 

Date of Issue: 4.7.19

Date for Review: Summer 2020

