

Impington Village College

Sex and Relationships Policy

Section 1 - The Statement of Values

The Self:

We **value ourselves as unique human beings** capable of spiritual, moral, intellectual and **physical growth and development**.

Relationships:

We **value others for themselves**, not only for what they have or what they can do for us. **We value relationships** as fundamental to the development and fulfilment of ourselves and others and to the good of the community.

Society:

- **support families** in raising children and caring for dependants
- support the **institution of marriage**
- recognise that the **love and commitment** required for a secure and happy childhood can also be found in families of different kinds. There are strong and mutually supportive relationships outside marriage (children must not be stigmatised, based on their home circumstances).

Section 2 – The Community Sex and Relationship Education Policy

a) Introduction

The aim of the Community SRE Programme is to develop and make ongoing improvements to the provision of SRE in Cambridgeshire schools and other educational settings supported by their local communities.

It works in partnership to provide schools and other educational settings with structured guidance and to clarify what young people are entitled to receive in terms of SRE.

We will achieve these aims by:

- Working in partnership to develop a shared understanding of effective practice and a supportive programme for SRE with young people in schools
- Clarifying what young people are entitled to receive in terms of SRE and to develop awareness of their changing and diverse needs
- Enabling and supporting schools to regularly review, evaluate and develop their SRE policy and practice in consultation with the whole school community

SRE is part of the wider agenda of promoting positive relationships and sexual health for young people to which all people and organisations in Cambridgeshire working with young people can contribute. The Community SRE programme takes into account national and local guidelines and contributes to meeting local and national targets as described in strategies such as;

- Choosing Health
- Every Child Matters
- National Healthy School Status
- Teenage Pregnancy Strategies
- Sexual Health Strategies
- Looked After Children
- School Based Health Services
- Children and Young People's Plan

- HIV and Sexual Health Strategy
- National Service Framework for Children, Young People and Maternity Services
- Child Protection

b) Our Shared Beliefs about SRE

- SRE is lifelong learning about ourselves – emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many community contexts: e.g. at home, at school and in youth settings.
- SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE including: Learning needs, family circumstances, race, culture, religion, gender and sexuality.
- SRE is most effective when provided in a 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 make informed choices.
- Effective SRE is responsive to the specific needs of young people as individuals.

c) Entitlements

Schools and their partners are committed to working towards the implementation and development of the entitlements relevant to their organisation.

Young people are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets the needs of the individual young person
- 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
- A well-planned, well-delivered SRE programme with appropriate follow up that is flexible to cater for their changing needs over time
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme
- Education outside the formal curriculum which is appropriate to their individual needs.
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Adults working with and for young people are entitled to:

- Access to high quality, up-to-date, accurate information and resources, including updates on local and national strategies
- Mutual understanding of roles, responsibilities and organizational boundaries in relation to the planning and delivery of SRE
- Contribute their views and ideas in support of the development of SRE for young people
- Professional guidance and support
- A Leader of Health Related Learning for liaison when working with another organization
- Opportunities to share good practice

- Access to regular, up-to-date training
- 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 and delivered
- Understand their rights and responsibilities in relation to the SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas heard in a respectful, non-judgemental manner.

d) Entitlement Curriculum

The Entitlement Curriculum for SRE is included in this policy. It describes the elements of SRE which will be taught at or by the age groups described. The Entitlement Curriculum is wholly consistent with the National Curriculum and DfES guidance. It is fully supported by the Cambridgeshire Primary PSHE Scheme of Work and the Cambridgeshire Personal Development Programme for Secondary Schools.

e) Implementation and Review

Schools and partners are committed to working towards the delivery of the Entitlements described in this policy and the provision of SRE as described.

- Each school and partner organisation will reflect on their contribution to the provision of the Entitlements and seek to develop this.
- Each school and partner organisation will continue to work in partnership to ensure the delivery of SRE for young people in their care.
- The policy will be reviewed collectively at agreed intervals.

Section 3 –Implementing the CSREP in Our College

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 students and staff.
- We provide a broad and balanced curriculum for all our students, having considered gender, ability and culture.
- We promote student'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, school, work and in the community.
- We prepare our students to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our students to make safe choices.
- Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our 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 within a Christian framework and respect for other races, religions and ways of life.

Other College policies are relevant to our provision of SRE: Personal Development (PSHE and Citizenship), Child Protection, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff on the College network and hard copies in the Policy Folder in the PA to Principal's office.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfEE 2000. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective SRE: working towards the Enhanced Healthy Schools Status, development of School-based Sexual Health Services, Social and Emotional Aspects of Learning (SEAL) Programme, Continuing Professional Development for teachers of PSHE

b) Our Aims for SRE

All adults will work towards achieving these aims for SRE in our College. We seek to enable 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
- 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
- understand the reasons for and benefits of delaying sexual activity
- 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
- be aware of and enjoy their developing sexuality
- develop the skills to enable effective communication and negotiation within sexual relationships
- have a say in the nature, range and timing of their SRE
- access additional advice and support

c) Delivering Entitlement Curriculum for SRE in our College

We understand the importance of ensuring that all young people in our College receive their entitlement to SRE. We will carefully consider gender, culture and background when planning SRE.

We consider SRE to be a continuous process of learning, as described in the Entitlement Curriculum for SRE. All adults working with young people have a part to play in supporting the delivery of SRE.

Organisation of Sex Education

At Impington the established sex education course is carried out in mixed groups within PD, Science, Humanities and English. Some opportunities to deliver SRE education in single sex groups will be given. Sex Education is largely delivered in PD workshops during collapsed time and Science lessons. External speakers to boys and girls in Years 9, 11 and 12 through collapsed time. However, this wide-ranging subject has many potential curricular slots, including Drama and Dance.

The Health Education Co-ordinator is responsible for overseeing the planning and delivery of sex education at Impington and liaises with the Leader for Personal Development and Learning where appropriate.

Specific Units of Work on SRE are planned into our teaching programme at Year 7, 9, 10 and 11. A brief outline is described in the appendix.

We understand that at times young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of young people more effectively.

The objectives of the SRE curriculum will also be delivered through:

- Personal Development lessons and workshops, conference days and drama presentations
- Other curriculum areas especially English, Humanities, Dance and Drama
- Enrichment activities, especially our assembly programme, college trips and in Educ8.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working within the College to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers and specialist teams of teachers.
- Those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the Leader for Personal Development and Learning and the Leader of Health Related Learning.
- The Leader of Personal Development and Learning and the Leader of Health Related Learning are responsible for reviewing and evaluating SRE at our College. They are accountable to the Principal in this task.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the Leader of Personal Development and Learning and the Leader of Health Related Learning who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with the PSHE Service, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.

Teachers Involved in Sex Education

It is important that members of staff teaching in this area feel confident and are able to generate a classroom atmosphere of trust, responsibility and respect, where sensitive issues can be discussed. Impington Village College recognises the need for a clear network of support for its staff and encourages regular meetings to:

- work through and evaluate schemes of work,
- discuss strategies for dealing with difficult issues,
- obtain up-to-date factual information
- Use the expertise and advice of our School Nurse

Even with this support, the College acknowledges that some members of staff will not feel comfortable teaching in this area and that it would be inappropriate to do so. Teachers should be given the opportunity to opt out and be fully supported in their decision. In this case, every effort would then be made to use the strengths of all staff involved and to alter teaching schedules accordingly.

Governors hold responsibility for the SRE policy and will be assisted in implementing it by the Leader of Personal Development and Learning, Leader of Health Related Learning and Principal.

e) Teaching Methodologies

Ground Rules: It is essential that SRE is carried out in a safe, non-judgemental environment where adults 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 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 personal revelation of sexual behaviour or attitudes by adults or 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 Child Protection officer in line with College policy.

Distancing Techniques:

In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable students to discuss issues without reference to 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 practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all young people in our College 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 young people and, in acknowledging 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 exploitation.
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and 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
- Liaison with SENCO will be an integral part of lesson preparation. Additional SRE education is available through our School Nurse, in particular for the IDEAL group in the Sixth Form.

g) Resources

We will primarily use the Cambridgeshire PSHE Scheme of Work/ Cambridgeshire Personal Development Programme and the resources recommended within it when planning and delivering the SRE Entitlement Curriculum. We will avoid a 'resource led' approach to delivering SRE, instead focusing on our planned learning objectives. We will carefully evaluate teacher resources, leaflets or videos, before using them. We will select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the 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 of SRE.

Use of Visitors to Support SRE

In our College, we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We are fortunate to have the services of several trained counsellors and our School Nurse, who runs the CHAT (Confidential Health Advice for Teenagers) service and also teaches some lessons on Relationships, STIs and contraception. We encourage visitors to our College who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

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

- The care and management of students is the responsibility of the College at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be accompanied by a member of staff.
- The College will be aware of whether visitors are CRB checked and arrangements will be made to accompany them as appropriate.
- All visitors supporting the College in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the teacher or the Leader of Personal Development and Learning, taking account of the age and needs of the group and the context of the work with in the PD 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 Leader of Health Related Learning before hand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

h) Confidentiality

In our College we have a clear and explicit confidentiality policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers in the College brochure.

- Staff are unable to offer absolute confidentiality.
- We will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Young people will be told if information is to be shared (unless the young person 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 in an agreed and planned school-based health service, such as our "CHAT" Service. Protocols agreed with local PCT set out guidelines. This often involves offering a greater level of confidentiality to young people, than school staff may give. However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will follow the school's confidentiality policy. Health professionals and youth workers will ensure that young people are aware of this when beginning work with them.

h) i) Child Protection

We recognise that because effective SRE will alert 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.

Child Abuse

During sex education lessons teachers will emphasise to students that they are in charge of their own bodies and they should make decisions about what happens to them. If there is anyone at all, by their actions or by their behaviour to them, that does anything that makes them feel uncomfortable they should confide in a trusted adult. If anything at all emerges which causes any member of staff to have suspicions about what is happening to any student the following action should be taken:

Make concerns known to the designated senior member of staff with designated responsibility.

It is a good idea to ask the Leader of Health Related Learning to check with the designated person for Child Protection if there are any children on 'At Risk Register' within a teaching group. For further information on College procedures, please refer to the College's Child Protection policy.

h) ii) Sexually Active Young People

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.
- The young person will be given clear information about where contraception and sexual health advice may be accessed.
- 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. The guidance, authorised by the Governing Body, which forms part of the Child Protection Policy, specifies criteria that would apply in deciding whether the case should or should not be referred as a Child Protection issue and parents/carers informed.

Contraceptive Advice

There is a clear distinction between providing general education about contraception and specific advice to an individual regarding contraception. Our CHAT service with our Family Planning Trained School Nurse, Angela Pond is available each week. She aims to encourage individual students to seek advice from their parents/carers and also ensure that students are aware of their options. Protocols are in place for providing condoms and pregnancy tests. Students are also made aware of confidential advice

e.g. General Practitioners/nurses, Centre 33 in Cambridge, The Laurels in Napier Street and SHAC clinic 1A at Addenbrookes.

i) Staff Training

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. 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 Entitlement Curriculum for SRE and achieving our school's aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

j) Role of Governors

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided in addition to requirements of the national curriculum. This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum.

It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process the SRE policy will appear annually on the agenda of governors' meetings. The policy will be made available on the College website for parents and a link governor for PSHE (including SRE) will be nominated.

k) Young People's Participation

We consider it essential to ensure that our SRE programme meets the needs of the young people it is intended for. In order to achieve this we will involve young people in the evaluation and development of their SRE in ways appropriate to their age.

- a. We will refer to the results of the Health Related Behaviour Survey for our College.
- b. We will engage the young people in assessment activities to establish their development needs.
- c. We will encourage young people to ask questions as they arise by providing anonymous question boxes.
- d. We will ask young people to reflect on their learning and set goals for future learning.
- e. We will consult young people, through our Schools Council, about their perception of the strengths of our SRE programme and the areas to be further developed.

l) Working with Parents/Carers and our School Community

We are committed to sharing our role as SRE educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that young people say they would prefer to receive information about SRE from the 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. Informing parents and carers by letter of forthcoming SRE topics
- b. Inviting parents to review resources and activities used in SRE
- c. Making the SRE policy available to parents on request
- d. Gathering parent's views on the SRE policy and taking them into account when it is being reviewed
- e. Informing parents and carers about the SRE programme as their child joins the school through the College brochure/prospectus
- f. Providing supportive information about parents' role in SRE
- g. Inviting parents/carers to a meeting to discuss SRE in the College, by the Parent School Partnership (Family Learning) meetings held each year.
- h. Inviting parents to discuss their views and concerns about SRE on an informal basis

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum – currently, this includes the elements of SRE to be found in the National Curriculum Programmes of Study for Science. The College will make alternative arrangements for children whose parents or carers withdraw them. Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Leader of Personal Development/the relevant Learning Manager or the Leader of Health Related Learning to discuss the matter. We will enable parents wishing to withdraw their children from the non-statutory elements of SRE to access the leaflet 'SRE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.dfes.gov.uk/sreandparents.)

m) Monitoring and Evaluating SRE

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the Principal, the PSHE Co-ordinator and parents to inform judgements about effectiveness.

The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by the Leader of Personal Development and Learning. The co-ordinator will gather information from young people, staff and parents about the SRE curriculum, using a variety of tools, including student self evaluations, assessment activities, parent questionnaires and staff views.

Glossary

Abortion: the expulsion of a foetus from the womb. This may be spontaneous, but is most commonly used to describe a process where expulsion is induced.

AIDS: Acquired Immune Deficiency Syndrome (also known as SIDA Syndrome d'Immuno-Deficience Acquis)

Community: All people, who live, work or in some other way impact on the lives of young people in the area in which they live.

DfES: Department for Education and Skills (previously known as DfEE Department for Education and Employment)

HIV: Human Immunodeficiency Virus, the virus which causes AIDS

Leader: The lead member of staff in College for a particular area of work.

PD: Personal Development which encompasses PSHE and Citizenship

PSHE: Personal, Social and Health Education

School: Any educational establishment, including Pupil Referral Unit or College of Further Education

SRE: Sex and Relationships Education

STI: Sexually Transmitted Infection

Visitor: Someone who is not a member of College staff, who contributes to the planned provision of SRE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (health professional, youth worker) or an individual (parent with a new baby).

Young People: Children and adolescents 3-19 years

Section 4 – 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 primary education and we will ensure that our provision reviews existing knowledge and builds on it.

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 recognise that young people need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. We include teaching about contraception according to the SRE Entitlement Curriculum in our PD programme, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly, including a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

We understand that adults in College 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 College's confidentiality and child protection policies.

Those delivering the Entitlement 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

Most young people are aware of abortion and many will have begun developing their own attitudes towards it. We will encourage young people to improve their understanding and further develop their attitudes as we address issues related to teenage pregnancy and the responsibilities of parenthood in moral contexts. This is described in the Entitlement Curriculum for SRE.

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

We recognise that there is an increase in the rate of infection from STI's and HIV/AIDS, especially in the 16-19 age group. We will teach about STI's and HIV/AIDS in KS3 and KS4, as described in the Entitlement Curriculum for SRE. We recognise the relationship with strong teaching about contraception.

Those delivering the Entitlement Curriculum for SRE will be aware of the local provision for young people who wish to find out more about accessing advice and support on STI's and HIV/AIDS.

In a case where a young person asks for advice about STI's or HIV/AIDS, the adult will 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.

e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our students. Whatever their developing sexuality, young people must feel that SRE is relevant to them and sensitive to their needs.

We encourage young people to consider sexual identity and orientation, as described in the SRE Entitlement Curriculum. Those delivering SRE will avoid the presumption that all sexual relationships are heterosexual. We understand that it is our role to give information about sexual orientation, to develop tolerant attitudes and to equip young people to understand their own sexuality.

We recognise our duty to counter the negative images portrayed of homosexuality in society through positive and accurate representation and help adolescent students who are homosexual to develop and maintain a positive sense of self and self worth. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

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