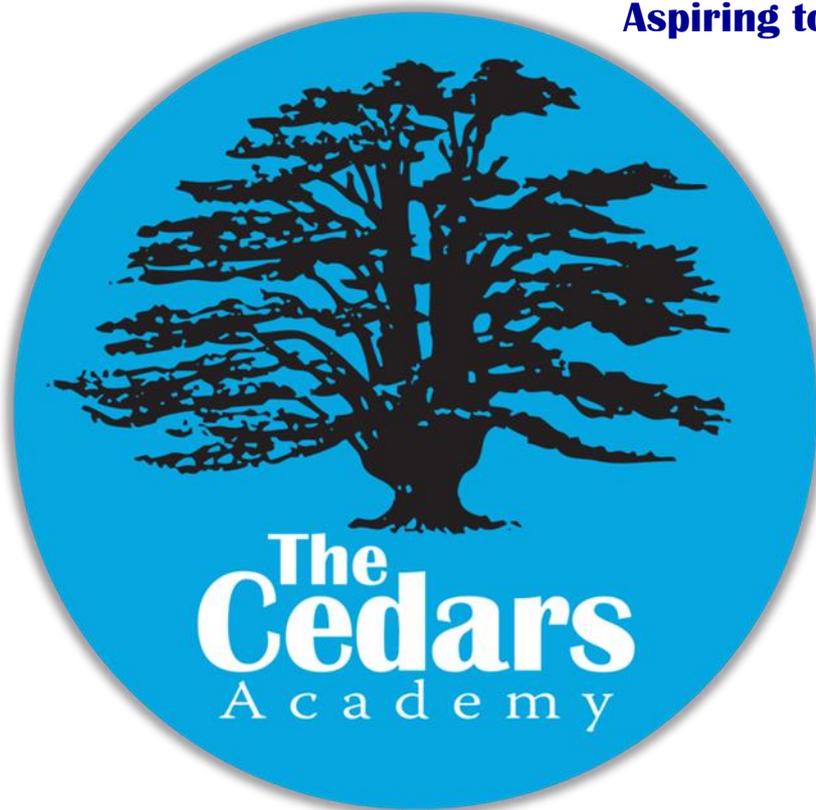


**Aspiring to excellence**



**THE  
CEDARS  
ACADEMY**

**SEX AND RELATIONSHIPS EDUCATION POLICY  
2015-17**

<b>Reviewed by</b>	PD Coordinator
<b>Signed off by</b>	Governing Body
<b>Role</b>	Governing Body
<b>Date of signing off</b>	
<b>Website</b>	Yes



## 1. What Is Sex and Relationship Education (SRE)?

SRE is lifelong learning about physical, sexual, moral and emotional development and the consequences of sexual relationships. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## 2. Principles and Values

In addition we believe that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Support each individual as they grow and learn
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept, not just one model. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

### Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of stable and loving relationships;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or



advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- learning and understanding physical development;
- 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 benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

### **3. Aims**

This school believes that the essential aim of sex and relationship education should be to provide students with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and of society and preparing students for the opportunities, responsibilities and experiences of adult life.

We have prioritised the following objectives;

- To promote students' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about reproduction, contraception, safer sex, sexually transmitted infections including HIV, sexuality, sexual relationships and information about their entitlement to confidential helping services.
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies. To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate, avoid and resist unwanted sexual pressure.
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life
- To be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- To know how the law applies to sexual relationships.

### **4. Organisation and Content of Sex and Relationship Education**

Cedars specifically delivers Sex and Relationship Education through PSHE, Citizenship, RE, Science lessons and the Tutorial Programme. However, we believe that SRE should be delivered in a cross curricular way and questions should be addressed when they arise rather than waiting for specific



lessons.

Much of the Sex and Relationship Education at Cedars takes place within PSHE, Citizenship & RE lessons. Tutors deliver some of the PSHE Curriculum with support from professionals where appropriate and we also use some external providers to cover certain aspects of the PSHE curriculum suspending the normal curriculum to create longer sessions for e.g. Loud Mouth Theatre Group to deliver relationship issues module via a half day programme. SRE is set within the wider context of the PSHE curriculum and focuses more on the emotional aspects of development and relationships, although some aspects of puberty and reproduction are also included.

Any SRE lesson may consider questions or issues that some students will find sensitive. When **students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions.** When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum.

## **5. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **6. Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

## **7. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Teachers are legally bound to follow child protection procedures within school.

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

- the young person will be advised, wherever possible, to talk to their Student Manager and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the member of staff



responsible for Child Protection under the School's procedures. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **8. Monitoring and Evaluation of Sex and Relationship Education**

*It is the responsibility of the Personal Development Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme through the Tutor Programme will be reviewed in the same way as a subject department, with monitoring and evaluation taking place three times a year led by the Leadership Team.*

The PD Co-ordinator is responsible for reviewing this policy, which will then be agreed by the Governing Body.