

**MAIDEN ERLEGH TRUST**

**SEX AND RELATIONSHIPS POLICY (SECONDARY)**

**STATUTORY**

**Including local arrangements for**

**Maiden Erlegh School**  
**(in annex)**

INIITAL APPROVAL	2009
REVIEW FREQUENCY	Governing body free to determine.
REVIEW DATE	May 2010, May 2011, Updated 2014, May 2017, May 2018

## **Rationale**

Maiden Erlegh Trust schools are inclusive schools and so we believe that all members of our community are of equal worth. At Maiden Erlegh Trust schools our aim is that everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- can exercise choice

These aims underpin this policy which is also key to promoting students' spiritual moral, social and cultural development.

The importance of sexual relationships in life is such that sex education must play a crucial part in preparing young people for their future lives as adults and parents.

We recognise the important role of family, friends, media, advertising, community support groups and previous educational experiences on the development of people's physical and mental well-being.

The Sex and Relationship (SRE) Policy has been drawn up with reference to the Sex and Relationship Education Guidance DFE 2000.

## **Values**

SRE does not attempt to prescribe values and standards on students; the Governors believe that these come primarily from the home, but they recognise that the school will inevitably influence how students determine their values and standards and exercise their responsibilities in life.

At Maiden Erlegh Trust Schools we believe that SRE is about students understanding the importance of stable and committed relationships based on mutual respect and love, including marriage, and the importance of family life.

It is also about the teaching of sex, sexuality, and sexual health; but is not about the promotion of sexual orientation or sexual activity. As such, issues such as gender, sexual identity, special needs cultural and religious diversity will be provided for.

## **Delivery of SRE**

All students have the opportunity to participate in a sex and relationships education programme which is delivered through the National Curriculum (Science), RE and PSMSC lessons in all years.

PSMSC lessons will help students by preparing them 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 and respect all human sexuality
- have the confidence and self-esteem to value themselves and others and to respect individual conscience, and the skills to judge what kind of relationships they want
- understand the arguments for delaying sexual activity
- understand the consequences of their actions and how to behave responsibly within sexual and other social relationships

- 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
- understand the reasons for having safe sex
- avoid being exploited or exploiting others
- be aware of the dangers of social media for exploitation and sexting
- avoid being pressured into unwanted or unprotected sex
- access confidential sexual health advice, support and if necessary treatment
- know how the law applies to sexual relationships

SRE is taught by a team of committed teachers who meet regularly to review the programme and to update resources. The teaching staff concerned with the delivery of sex education empathise with the policy, have a sympathetic approach and the necessary personal skills.

It is the responsibility of teachers to:

- Plan and deliver sex and relationships education according to the school's written policy.
- Give information about appropriate health professionals or clinics to visit.
- Avoid individual advice regarding any aspect of sexual health including contraception.
- Not to guarantee complete, unconditional confidentiality.
- Follow the school's procedures in suspected cases of abuse.

The governing body, parents and students are encouraged to play a part in ensuring that SRE addresses the needs of the students and parents, as well as community health priorities. We work closely with health and other professionals to provide training for staff, access to resources and deliver bespoke sessions for students.

### **Right of withdrawal**

Governors recognise the importance of all students' participation in SRE. Parents may, however, exercise a right of withdrawal from these lessons if the content is not part of the national curriculum (Section 405 of the Education Act 1996). This is explained to them in a letter outlining the SRE course for their child's year group.

Where parents wish to exercise their right to withdraw their child from SRE, they should inform the Headteacher in writing and provide work for their son/daughter to complete during that lesson/s.

### **Monitoring**

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

## **ANNEX 1:**

Overview of the programme for the delivery of SRE at Maiden Erlegh School (Updated May 2018)

## **NATIONAL CURRICULUM SCIENCE**

### **Foundation**

Mechanics of sex

### **Key Stage 4**

Asexual and sexual reproduction related to cell division.  
The menstrual cycle

## **RE CURRICULUM (All students take RE)**

### **Y7**

Puberty- the physical and emotional implications  
Gender/Sexuality  
Extremism

### **Yr8**

Puberty/masturbation  
Sexual images/pornography  
FGM

### **Y9**

What is a healthy relationship?  
How will I know if I am ready?  
STIs: The Facts  
Contraception & Protection  
Teen Pregnancy

### **Y10**

Safe sex: How to make choices about contraception  
Consent - Why only "yes" means yes  
Sex and alcohol: a dangerous pairing  
How do you manage relationship breakdowns?  
Dating in the 21st Century: Can you be safe online?  
Dating in the 21st Century: issues debated  
Is sex portrayed accurately in the media?  
What makes a relationship healthy or unhealthy

## Year 7-11 PSMSC Programme from Sept 2018 – Delivered in Extended Tutor Time

Theme	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Term 1: Emotional Wellbeing</b>	<b>Transition, Person Qualities and Self Esteem</b> <ul style="list-style-type: none"> <li>Personal Strengths</li> <li>Confidence</li> <li>Self esteem</li> <li>Accepting and acting on feedback</li> <li>Personal circumstances and how these change</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Different types of relationships</li> <li>Relationships in different cultures</li> <li>Bullying</li> <li>Abusive Relationships</li> <li>Media vs Real Life</li> <li>Peer Pressure</li> <li>Consent</li> </ul>	<b>Mental Health</b> <ul style="list-style-type: none"> <li>Emotional and mental health</li> <li>Anxiety and depression</li> <li>Self Harm</li> <li>Eating disorders</li> <li>Triggers</li> <li>Coping strategies</li> </ul>	<b>Cosmetic Surgery</b> <ul style="list-style-type: none"> <li>Male and female body image</li> <li>Media vs. real life</li> <li>Body piercing</li> <li>Tattoos</li> <li>Sun Lamps</li> <li>Cosmetic surgery</li> </ul>	<b>Sex</b> <ul style="list-style-type: none"> <li>Sex and the media</li> <li>Consent, respect and boundaries</li> <li>Pornography</li> <li>Impact of drugs and alcohol on behaviour</li> <li>Harassment</li> <li>Stalking</li> <li>Faith and beliefs</li> </ul>
<b>Term 2: Citizenship and Community</b>	<b>Personal Values</b> <ul style="list-style-type: none"> <li>Setting personal targets</li> <li>Challenge</li> <li>Values</li> <li>Learner identity</li> <li>Study skills</li> </ul>	<b>Behaviour and Communication</b> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>Communication</li> <li>Debating</li> <li>Team working</li> <li>Negotiation</li> <li>Conflict resolution</li> </ul>	<b>Place in the Local Community</b> <ul style="list-style-type: none"> <li>Diversity</li> <li>Ethnicity</li> <li>Religion</li> <li>Visible and invisible disability</li> </ul>	<b>Extremism and Tolerance</b> <ul style="list-style-type: none"> <li>Discrimination and bigotry</li> <li>Extremism</li> <li>Radicalisation</li> <li>Role of communities</li> <li>Cults</li> <li>Accessing support</li> </ul>	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>Revision Techniques</li> <li>Revision Plan</li> <li>Managing Stress</li> <li>Mindmapping</li> </ul>
<b>Term 3: Careers, Work Experience and Work Related Learning</b>	<b>Enterprise Opportunity</b> <ul style="list-style-type: none"> <li>Ambition</li> <li>Enterprise</li> <li>Identifying opportunities</li> <li>Business Skills – marketing, risk, etc.</li> <li>Employment Laws</li> </ul>	<b>Work Role and Career Pathways</b> <ul style="list-style-type: none"> <li>GCSE Options</li> <li>Strengths and Weaknesses</li> <li>Career Pathways</li> <li>Local Labour market</li> <li>Support</li> </ul>	<b>Reputation and Personal Brand</b> <ul style="list-style-type: none"> <li>Personal brand</li> <li>Online presence and reputation</li> <li>Effects of gambling</li> <li>Consumer power</li> <li>Young consumer</li> </ul>	<b>Preparation for Work</b> <ul style="list-style-type: none"> <li>Employment skills</li> <li>Interviews</li> <li>Education, work and apprenticeships</li> <li>Curriculum Vitae</li> <li>Application Forms</li> </ul>	<b>Your Rights @ Work!</b> <ul style="list-style-type: none"> <li>Harassment</li> <li>Employer and employee responsibilities</li> <li>Unions</li> <li>Customer services</li> <li>Corporate brand</li> <li>Careers interviews</li> </ul>
<b>Term 4: British Values</b>	<b>Family and Introduction to British Values</b> <ul style="list-style-type: none"> <li>Different relationships</li> <li>Nature of and importance of relationships</li> <li>Marriage and Civil Partnerships</li> <li>Forces Marriage</li> <li>Being a carer</li> <li>When relationships change</li> </ul>	<b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b> <ul style="list-style-type: none"> <li>British Values</li> <li>British Identity</li> <li>Multicultural Britain</li> <li>Immigration and Emigration</li> <li>Celebration different cultures</li> </ul>	<b>Individual Liberty and Rights</b> <ul style="list-style-type: none"> <li>Human rights</li> <li>Rights of the child</li> <li>Stereotypes</li> <li>Prejudice</li> <li>Discrimination</li> <li>Equality</li> </ul>	<b>The Rule of Law</b> <ul style="list-style-type: none"> <li>Law, crime and punishment</li> <li>Going to court</li> <li>Real cases</li> <li>Antisocial behaviour</li> <li>ASBO</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>Structure of government</li> <li>Political parties</li> <li>Manifestos</li> <li>Elections</li> </ul>

<b>Term 5: Personal Health</b>	<b>Self-Care</b> <ul style="list-style-type: none"> <li>• Personal Hygiene</li> <li>• Immunisations and Vaccinations</li> <li>• Physical activity and exercise</li> <li>• Peer pressure</li> <li>• Balance between work, leisure and exercise</li> </ul>	<b>Drugs</b> <ul style="list-style-type: none"> <li>• Legal and illegal drugs</li> <li>• Law relating to drugs</li> <li>• Peer Pressure</li> </ul>	<b>Illegal Drugs</b> <ul style="list-style-type: none"> <li>• Risks of drugs</li> <li>• Dependence</li> <li>• Addiction</li> <li>• Alcohol</li> <li>• Cannabis</li> <li>• Legal Highs</li> <li>• Accessing help and support</li> </ul>	<b>Impact of drugs</b> <ul style="list-style-type: none"> <li>• Short term and long term consequences of substance misuse</li> <li>• Family</li> <li>• Homelessness</li> <li>• Second hand smoke</li> <li>• Crime – County Lines</li> </ul>	<b>Managing Exam Stress and GCSE Exams</b>
<b>Term 6: Risk and Safety</b>	<b>Road and Cycle Safety (including First Aid)</b> <ul style="list-style-type: none"> <li>• Road and cycle safety</li> <li>• Use of mobile phone whilst walking</li> <li>• Managing risk – entering derelict buildings, swimming in a lake, etc.</li> <li>• First aid and life saving skills</li> </ul>	<b>e-Safety</b> <ul style="list-style-type: none"> <li>• Sharing images</li> <li>• The law</li> <li>• Power of sharing</li> <li>• Sexting</li> <li>• Online gaming</li> <li>• Kayleigh’s Love Story</li> <li>• Grooming</li> </ul>	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Forces marriage</li> <li>• Honour based violence</li> <li>• Ending relationships</li> <li>• Gangs</li> <li>• Knife Crime</li> </ul>	<b>Parenting</b> <ul style="list-style-type: none"> <li>• Teenage pregnancy</li> <li>• Having a baby</li> <li>• Parenting</li> <li>• Abortion</li> <li>• IVF, Adoption and Fostering</li> </ul>	<b>GCSE Exam Period</b>

## Year 12-13 PSMSC Programme from Sept 2018 - Delivered in Extended Tutor Time

Theme	Year 12	Year 13
<b>Term 1:</b> <b>Careers, Work Experience and Work Related Learning</b>	<b>Future Career</b> <ul style="list-style-type: none"> <li>• ALPS Reflection</li> <li>• Global market place</li> <li>• Further education</li> <li>• Apprenticeships</li> <li>• Personal brand</li> <li>• Curriculum Vitae</li> <li>• Referees and References</li> <li>• Interviews</li> </ul>	<b>Roles and Rights in the Workplace</b> <ul style="list-style-type: none"> <li>• Professionalism in the workplace</li> <li>• Health and Safety</li> <li>• Confidentiality</li> <li>• Security</li> <li>• Bullying</li> <li>• Different departments</li> <li>• Customer service</li> </ul>
<b>Term 2:</b> <b>Citizenship and Community</b>	<b>Safety in the Local Community</b> <ul style="list-style-type: none"> <li>• Travelling safely</li> <li>• Getting home and avoiding drink driving</li> <li>• Gap Year</li> <li>• Travelling abroad</li> <li>• Local customs</li> <li>• Health issues</li> </ul>	<b>Living Away from Home</b> <ul style="list-style-type: none"> <li>• UCAS personal statements</li> <li>• Financial management</li> <li>• Fitting in and making new friends</li> <li>• Balanced lifestyle</li> <li>• Healthy diet on a budget</li> <li>• Accessing health services</li> </ul>
<b>Term 3:</b> <b>Emotional Wellbeing</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Respect</li> <li>• Ending a relationship</li> <li>• Consent</li> <li>• Sexual assault</li> <li>• Accessing support</li> <li>• Respect for different beliefs</li> </ul>	<b>Unhealthy Relationships</b> <ul style="list-style-type: none"> <li>• Healthy vs unhealthy relationships</li> <li>• Manipulation</li> <li>• Coercion</li> <li>• Managing pressure</li> <li>• Accessing support</li> <li>• Abuse and exploitation</li> <li>• Aggression</li> <li>• Stalking</li> <li>• Harassment</li> </ul>
<b>Term 4:</b> <b>Risk and Safety</b>	<b>e-Safety</b> <ul style="list-style-type: none"> <li>• Fake news</li> <li>• Sexting</li> <li>• Personal privacy</li> <li>• Cybercrime</li> </ul>	<b>Parenting</b> <ul style="list-style-type: none"> <li>• Delaying parenthood</li> <li>• Contraception</li> <li>• Unintended pregnancy</li> <li>• STI's</li> </ul>
<b>Term 5:</b> <b>Personal Health</b>	<b>Looking After You!</b> <ul style="list-style-type: none"> <li>• Drinking and Drug Use</li> <li>• Personal Safety</li> <li>• Meeting people online</li> <li>• Body piercing and tattoos</li> <li>• Dieting and cosmetic surgery</li> </ul>	<b>Exam Preparation</b>
<b>Term 6:</b> <b>British Values</b>	<b>British Values</b> <ul style="list-style-type: none"> <li>• Review of British Values</li> <li>• Prejudice and Discrimination</li> <li>• Legal Rights</li> <li>• Cults</li> <li>• Extremism</li> <li>• Radicalisation</li> </ul>	<b>Exam Leave</b>

**Pastoral Days (1 day each year where the whole year group is on an alternative timetable):**

- Year 7 – e Safety
- Year 8 – Drugs and Alcohol
- Year 9 – Sex and Relationships
- Year 10 – Mental Health
- Year 11 – Exam Preparation
- Year 12 – Mental Health
- Year 13 – Living Away from Home