

Maiden Erlegh Trust  
**SEX AND RELATIONSHIPS  
POLICY (SECONDARY)**



**MAIDEN ERLEGH  
TRUST**

Including local arrangements in annexes for:

**MAIDEN ERLEGH CHILTERN EDGE**

<b>Initial approval:</b>	2009
<b>Review frequency:</b>	Annually
<b>Date(s) reviewed:</b>	May 2010, May 2011, Updated 2014, May 2017, May 2018, May 2019

Contents

Rationale..... 3  
Values ..... 3  
Delivery of SRE..... 3  
Right of withdrawal ..... 5  
Monitoring ..... 5

## 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 Equality Act 2010* and *Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers February 2019*. This draft guidance is due to come into effect from September 2020.

## Values

SRE does not attempt to prescribe values and standards on students; the Trust believes 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.

## 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 (*see curriculum website pages for details*).

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.

*In their delivery of lessons, teachers will be sensitive to students' age, gender, sexual identity, cultural and religious beliefs as well as Special Educational Needs.*

*Relationships & Sex Education is delivered primarily through the National Curriculum (Science), RE and the PSMSC programme in all years.*

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 Chiltern Edge (Updated July 2019)

## **NATIONAL CURRICULUM SCIENCE**

### **Foundation**

Mechanics of sex

### **Key Stage 4**

Asexual and sexual reproduction related to cell division.

The menstrual cycle

## **SRE programme**

### **Year 7:**

#### **1) Puberty**

- What puberty is and what physical changes the body goes through
- What emotional changes you go through and how that is normal
- How to deal with emotional changes and the importance of talking to someone about how you feel
- The importance of exercise and healthy eating to cope with changes during puberty
- Where to go if you have further questions about what happens during puberty

#### **2) Extremism**

- What extremism is and how it is different to terrorism
- Causes of extremist views (ignorance, manipulation...)
- Government's 2015 'Prevent Strategy' and what the government aims to do through this
- What students should do if they hear extremist views
- The Manchester Bombing and show how the community responded (free shelter, free food, free taxi services etc)
- Discuss British Values that all students in UK education must know about including democracy, rule of Law, respect, liberty and tolerance

#### **3) Gender and Sexuality**

- The correct definitions to use when discussing this unit
- The meanings of the following terms: heterosexual, homosexual, bisexual, masculine, transgender
- What the following terms mean: gender expression (how we choose to express ourselves), sexual orientation (who we are attracted to), gender identity (who we think we are), our biological sex (the sexual organs we have)
- The difficulties transgender people may face in our society and how we should act in order to be respectful
- The 'protected characteristics' of the Equalities Act 2010 which include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

## **Year 8:**

### **1) What is normal?**

- What puberty is and what physical changes happen to you during puberty (with the emphasis on the idea that however you go through puberty and at what stage things happen/at what rate, all of this is normal)
- Definitions of terminology you need to use when discussing this topic, including the definition of breasts, genitals and masturbation
- We discuss why comparing experiences during puberty can be unhelpful as everyone is different but everyone is normal
- Finally we look at some common embarrassing questions young people have and we look at why each person may be different but this is normal (e.g. worries over breast size or penis size, worries about when girls start their period etc)

### **2) Sexual images and pornography**

- What sexting is and the major dangers with this
- We show this video <https://www.youtube.com/watch?v=9uJOXOAQ9Qo> to educate students about the problems with social media and sexual images
- What the definition of pornography is and the legalities behind pornography
- The incorrect image of sex that pornography portrays and the potential emotional/social consequences of watching pornography

### **3) FGM**

- What FGM is and why it is illegal
- Students look at in what part of the world it is most common and therefore, what cultural backgrounds are at risk, who it can happen to and when it most commonly happens
- Students are shown this clip: <https://www.youtube.com/watch?v=kzBNTtR7toE> to show the dangers of FGM
- What the signs are to indicate someone is at risk. We look at what someone could say that may indicate they are going to have FGM and the importance of telling adults if anything is said that is unusual or you are unsure about (for example, a young friend tells you they are going on a very special holiday and mum says 'I'm going to come back a woman' - that is a sign they must tell an adult)

## **Year 9:**

- Hate Speech- the responsibility of everyone to be careful with the language/vocabulary they use and to be respectful and tolerant towards people of all walks of life
- What a healthy relationship looks like and what to do if you find yourself in an unhealthy relationship
- What are STIs and the dangers of different sexually transmitted infections
- Different types of contraception and the importance of using a condom as the only contraception to prevent the spread of STIs
- The emotional, social and physical consequences of teen pregnancy

## **Year 10:**

- Guidance about job or apprenticeship interviews
- Positive body image and self-esteem
- A sensitive exploration of mental health issues and ways to access mental health support
- Safety online, especially in response to sexting and online pornography
- Consideration of the media's portrayal of sex and sexual relationships, including an awareness of pornography

<b>Theme</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<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>Exam Preparation</b> <ul style="list-style-type: none"> <li>Revision Techniques</li> <li>Revision Plan</li> <li>Managing Stress</li> <li>Mind mapping</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>Mind mapping</li> </ul>
<b>Term 2: 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 3: 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> <li>Extremism</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 4: Citizenship and Community</b>	<b>Personal Values</b> <ul style="list-style-type: none"> <li>Setting personal targets</li> <li>Challenge</li> </ul>	<b>Behaviour and Communication</b> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>Communication</li> </ul>	<b>Place in the Local Community</b> <ul style="list-style-type: none"> <li>Diversity</li> <li>Ethnicity</li> <li>Religion</li> </ul>	<b>Extremism and Tolerance</b> <ul style="list-style-type: none"> <li>Discrimination and bigotry</li> <li>Extremism</li> </ul>	<b>PSMSC programme suspended: Exam Intervention</b>

	<ul style="list-style-type: none"> <li>• Values</li> <li>• Learner identity</li> <li>• Study skills</li> </ul>	<ul style="list-style-type: none"> <li>• Debating</li> <li>• Team working</li> <li>• Negotiation</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Visible and invisible disability</li> </ul>	<ul style="list-style-type: none"> <li>• Radicalisation</li> <li>• Role of communities</li> <li>• Cults</li> <li>• Accessing support</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>• Puberty, the physical and emotional implication</li> <li>• Peer pressure</li> <li>• Balance between work, leisure and exercise</li> <li>• Gender and Sexuality</li> </ul>	<b>Drugs and Sex</b> <ul style="list-style-type: none"> <li>• Legal and illegal drugs</li> <li>• Law relating to drugs</li> <li>• Peer Pressure</li> <li>• Puberty &amp; Masturbation</li> <li>• FGM</li> <li>• Sexual Images and Pornography</li> </ul>	<b>Cosmetic Surgery &amp; Sex</b> <ul style="list-style-type: none"> <li>• Male and female body image and Media vs. real life</li> <li>• Body piercing; Sun Lamps, Tattoos, Cosmetic surgery</li> <li>• Contraception and protection</li> <li>• Teen pregnancy</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 – What makes a relationship healthy/unhealthy.</li> <li>• Stalking Faith and beliefs</li> </ul>	<b>PSMSC programme suspended: Exam Intervention</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 and how will I know if I am ready</li> <li>• STI's the Facts</li> <li>• Forces marriage</li> <li>• Honour based violence</li> <li>• Ending relationships</li> <li>• Gangs</li> <li>• Knife Crime</li> </ul>	<b>Parenting &amp; Sex</b> <ul style="list-style-type: none"> <li>• Teenage pregnancy Safe Sex: how to make choices about contraception</li> <li>• How to manage relationship breakdowns</li> <li>• Having a baby/ Parenting</li> <li>• Abortion</li> <li>• IVF, Adoption and Fostering</li> <li>• Dating in the 21<sup>st</sup> century: can you be safe online/ is sex portrayed accurately in the media?</li> </ul>	<b>GCSE Exam Period</b>

Please note this PSMSC programme was reviewed in May 2019, however it may be subject to further amendment depending on the new SRE requirements coming into effect in September 2020.

**Pastoral Days:**

Year 7 e & Road safety – Safety

Year 8 Drugs and Alcohol

Year 9 Sex and Relationships

Year 10 Mental Health

Year 11 Exam Preparation and Careers