



BROADER LEARNING POLICY

Careers Education and Guidance

By the age of 14, young people should have acquired the knowledge, understanding and skills to:

- Do a realistic self-assessment of their achievements, qualities, aptitudes and abilities
- Recognise and respond to the main influences on their attitudes and values in relation to learning and work
- Recognise the differing values placed on work by individuals and society
- Identify and use sources of careers information
- Use relevant careers information to inform their decisions about future choices
- Identify, access and use the help and advice from the Careers Department and Connexions service which they need
- Consider the longer term implications and the potential benefits and drawbacks of different opportunities, and make changes in response to these
- Take some responsibility for their own development
- Organise and present personal information in an appropriate format

By the age of 16, young people should have acquired the knowledge, understanding and skills to:

- Use materials to help identify and set short and medium-term goals
- Review and reflect on how work related learning and experience of work have added to their knowledge, understanding and skills and use this information when developing career plans
- Select and use decision making techniques that are appropriate for the purpose
- Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance
- Make and use action plans, including contingency plans
- Understand and follow application procedures
- Recognise the need for and produce CV's
- Understand and make use of resources, computer software and the internet to investigate information and opportunities
- Identify, access and use the help and advice from the Careers Department and Connexions service which they need

By the age of 19, young people should have acquired the knowledge, understanding and skills to:

- Take action to develop further the knowledge and skills they need to progress, and identify and take advantage of opportunities for adding to their experiences and achievements
- Evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately

- Obtain careers information relevant to needs and process it effectively
- Make good use of opportunities to extend their knowledge and understanding of destinations relevant to personal career plans
- Take charge of their own career planning and management
- Follow application procedures correctly
- Initiate and maintain a personal career strategy and review it regularly making any necessary changes
- Identify , access and use the help and advice from the Careers Department and Connexions service which they need

Curriculum Organisation

Key Stage 3

In Year 9, pupils are occasionally extracted from PSE lessons and tutor periods. They are given an introduction to the Careers Library and its resources by the Careers Co-ordinator and Connexions Personal Adviser (Careers). These lessons are taught in the autumn and spring terms to enable pupils to use these resources before choosing their GCSE options. They are also supplemented by group sessions run by the Personal Adviser. Pupils are introduced to the computer software available on the school network and the internet, with current careers resources, produced or delivered by Connexions.

Key Stage 4

In Years 10 and 11, pupils are taught within the PSE timetable and receive a careers lesson approximately once each half term. In Year 10, the lessons focus on identifying and practicing skills used for interview and needed for work, and in Year 11, pupils are given help and advice on choosing their post-16 options. They are also taught how to compile a Curriculum Vitae, which can be changed and updated when necessary. Some pupils receive individual careers interviews with the Connexions Personal Adviser, and all children have access to the Careers Co-ordinator for more informal guidance and advice.

Key Stage 5

There are no time-tabled careers lessons for pupils in the sixth form. Pupils are given individual interviews, both formal and informal, on request. They also have unlimited access to the Careers Library, and on various occasions throughout Years 12 and 13, have year group meetings with the Careers Co-ordinator, Connexions Personal Adviser, Assistant Headteacher 14/19, the Deputy Head of Sixth Form and tutors to help and advise them. In the summer term, Year 12's are encouraged to attend the Higher Education Convention at the University of Hertfordshire. There are also organised Open Day visits for selected universities.

In a variety of contexts through their time in the school, both in careers, PSHCEE, and cross-curricular citizenship work, students are introduced to the idea of the way gender and racial equality must be respected in work appointments and in the workplace itself.

Roles and Responsibilities

The Headmaster and Leadership Group have ultimate responsibility for ensuring that policy and practice in this area are followed. The line manager is the Assistant Head, who is responsible for overseeing delivery of CEG.

The PHSCCEE staff have responsibility for actual delivery of careers lessons in key stages 3 and 4, and for all aspects of CEG. This work is supported by Connexions staff,

including the local area manager and personal advisers. School tutors assist in conveying and explaining information at key points in the year.

Monitoring evaluating and reviewing CEG

Work in CEG seeks to ensure achievement in a variety of practical ways:

- In Year 10, pupils complete various “Skills for Work” exercises in lessons
- In Year 11, pupils compile and record their Curriculum Vitae and evaluate the various options available to them post GCSEs

Personal, Social and Health Education

Values and Aims:

PSHE reflects whole school aims to provide a caring Christian community in which young people can learn to respect themselves and others, as well as take responsibility for their own actions.

We aim to:

- prepare students for life after school
- develop self-knowledge and awareness
- increase the knowledge and understanding of society, its laws and systems
- enable individuals to become good citizens through the examination and evaluation of moral duties and responsibilities commensurate with living in society
- emphasise the importance of consideration for others as the most important principle of any community
- teach skills of personal decision-making, problem-solving, and self-confidence in the context of social relationships

We intend to achieve our aims through:

- an appropriate use of teaching programmes which respond to our student's needs
- clearly defined learning outcomes for lessons and other inputs
- reinforcements of key messages at different stages and ages and in different situations
- content and teaching approaches which match the needs and maturities of all pupils, including those with special educational needs and English as a second language
- training and support for staff in the planning and delivery of PSHE
- a regular revision of policy and practice.

A wide range of teaching approaches can be used and we particularly encourage active learning methods, which involve the full participation of all the pupils. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the individual child and the whole class. The work will be regularly monitored and evaluated by all involved.

Curriculum:

Every aspect of PSHE is relevant to, if not an integral part of, the whole school curriculum. Every teacher and tutor has a part to play in the delivery of PSHE in the widest sense. The school timetable allows each year group to have a one hour long period of PHSCCEE (including the discrete Citizenship lessons) every fortnight. PHSCCEE is taught formally to all students by PSHE staff in mixed ability groups.

The topics covered fall into four main headings: Citizenship, Health Education (see Drugs Education Policy, Careers and Sex and Relationships Education (see SRE section)).

In each year a whole range of issues, information and skills are covered. These topics range from a consideration of the school rules and codes of conduct in term one of Year 7, through to puberty and personal care. From Year 7 onwards Careers Education is an integral part of the course.

Issues like bullying, relationships and drugs awareness are specific ‘Study Units’ for every year of the course. Each of these units is covered during subsequent years, with an increasing degree of depth in terms of information and discussion. Every student is issued with a folder so that their written work and information can be filed and kept as a record of each year’s work.

Objectives for Key Stage 3:

- to increase knowledge of the people and structure of the School, School rules, of safety, of health care, of alcohol and drug abuse, of budgeting, the law, contraception, and of careers opportunities
- to gain knowledge of where further information and help can be found
- to understand that we are all special individuals of equal value, the reasons for and consequences of bullying, the behaviour expected by St. George’s School, the concept of rights and responsibilities and to understand the effect that our friends, our families and the Media have on our actions
- to understand our own feelings and the feelings of others, that we have choices, that our actions have both cost and benefits, now and in the future, on both us and on our families and our community
- to practise the skill of listening to each other and to outside speakers, of saying “NO”, of dealing with anxiety and stress, the skill of weighing costs and benefits and making decisions and to practise the skill of finding and using information

Objectives for Key Stage 4:

- to increase our knowledge of political, religious and current issues, contraception, of parenting, sexually transmitted infections, alcohol and drug abuse, the world of work and of careers opportunities
- to gain knowledge about where further information and help can be found
- to understand the effect that our friends, our families and the Media have on our actions and understand that our actions have both cost and benefits, now and in the future, on both us and on our families and our community
- to understand our own feelings and the feelings of others; that we have choices and that we are special individuals.
- to practise the skill of listening to each other and to outside speakers, of saying “NO”, of making requests and the skill of finding and using information
- to practise the skill of weighing costs and benefits and making decisions

Outside Speakers and Visitors:

In addition to the lessons taught by school staff, outside speakers are brought in to talk to the students. These include the local community nurse and representatives of the local police, as well as a number of theatre groups. Visitors can make a valuable contribution to PSHE but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must have clear educational objectives. School staff must always be present and the educational outcomes evaluated. Members of staff have the highest expectations relating to student conduct when classes are “on show” in this way. These expectations are clearly explained to students.

Behaviour:

All PHSCCEE staff insist on high standards relating to student conduct in lessons. Staff will use appropriate sanctions as laid down in School policy when appropriate. Any persistent or serious misconduct (including in relation to punctuality and attendance) should be passed to the Head of PHSCCEE (Personal, Social, Health,

Citizenship, Careers and Economic Education). A student information report should be completed with a copy sent to the Head of House.

Assessment:

In all years pupils are required to produce pieces of written work and/ or presentations which will then be internally assessed. In Years 7, 8 and 9 students will be assessed for effort on the half-termly tutor card and on their end of year report.

Confidentiality:

Some pupils may choose to discuss personal issues in class or with individual members of the school community. While staff want to be supportive, it is clear that they work within child protection guidelines and clearly state they may not be able to guarantee confidentiality. It may be appropriate to include this within the list of ground rules identified at the beginning of some lessons. (See also confidentiality guidance in Sex and Relationships and Drugs Education).

Roles and Responsibility:

The Headmaster and the Leadership Group have the ultimate responsibility for ensuring that policy and practice in this area is followed, including appropriate curriculum content.

The Head of PHSCCEE is responsible for overseeing curriculum delivery in PSHE. This will include monitoring and evaluating PSHE policy and practice throughout the School at Key Stages 3 and 4. The Head of PHSCCEE will work with other co-ordinators to identify where other learning experiences contribute to Personal, Social, Health, Citizenship, Careers and Economic Education.

Citizenship

Pupils must have the opportunity to acquire knowledge to develop a respect for facts and the truth so as they are able to understand their own values. Citizenship is about empowerment, relationships, rights and responsibilities. It is also about social systems, their structures and the forces of social change and developing an awareness of the right to equal treatment regardless of race, religion, gender or sexuality.

The following aims/objectives relate to Citizenship and naturally reflect the general aims of the School. The aims are divided into four sections relating to the different strands of citizenship, i.e.

- Aspects of Key Skills - particularly those related to communication, working with others and problem solving
- Social and moral responsibility
- Political literacy
- Responsible community involvement

Aims and Objectives

To develop the skills of enquiry, communication, responsible participation, active listening and reflection and thus gain in confidence and self-discipline, pupils should:

- think about and research a topic by analysing information from a variety of sources and show an awareness of the use/abuse of statistics
- contribute to group and exploratory class discussions, helping to move the discussion on
- take part in informal and formal debates
- consider, express, explain, justify, defend and critically evaluate (orally and in writing) their own and other's opinions
- practise communication and social skills
- respect rational argument and show a readiness and an ability to negotiate and amend their opinion in order to reach a consensus and resolve conflict reasonably using non-violent ways
- read articles and published material, identify the main points and summarise the information

To develop the skills of working effectively with others, pupils should:

- plan what to do and agree responsibilities when working in a team - fulfil own responsibility as agreed at the start of the project or as amended through negotiation with other team members
- try to maintain positive and co-operative working relationships with other team members whilst overcoming difficulties encountered in the project
- reflect on own performance, other team members' performance and that of the team as a whole - share ideas to improve performance

To develop the skills of problem solving, pupils should:

- consider a problem, understand it and think about possible ways to solve it
- plan and try out a solution, monitor progress and make amendments as necessary
- follow the solution procedure, checking and describing the solution
- reflect on the solution and the process involved, considering other possible approaches

To foster a sense of fair play, including respect for the law and the rights of others, pupils should:

- know about their own and other's legal rights and responsibilities (including Health and Safety) which underpin society and the role and operation of the criminal and civil justice systems
- know about their own and other's human rights and responsibilities which underpin society
- understand the rights and responsibilities of consumers, employers and employees in the U.K. (including Health and Safety)

To respect different ways of life, beliefs, opinions and ideas, pupils should:

- know about their own culture and society and value their own cultural identity
- be aware of and celebrate cultural diversity, showing respect for cultures other than their own
- understand that people, cultures, countries and the environment are interdependent at all levels, and the related implications such as the repayment of Third World debt and the need for sustainable development (including the Local Agenda 21 campaign)
- know about the origins, and understand the implications of, the diverse national, regional, religious and ethnic identities, societies and cultures in the U.K
- be aware of the principal ways in which different people interpret the World.
- discover how people in different times and places have reacted to the kinds of issues with which they have been faced
- be aware that even in this country there is a huge range of living standards and life experience, with many not sharing the advantage of having carers in stable employment and sufficiency in household income

To foster an appreciation of democracy and the democratic process, pupils should:

- understand the purpose and procedures of Parliament, the Government and the courts in making and shaping the law
- understand how the economy operates, including the role of individuals, businesses (including financial services) and the Government. Pupils should be particularly aware of how the public services are financed, and be aware of the opportunities to contribute to those services
- understand the electoral system and the importance of playing an active part in it - including voting
- be aware of opportunities and difficulties for individuals and groups (local, national and international) to bring about social change at all levels
- understand the U.K.'s relations with other countries, especially with the European Union, Commonwealth and United Nations

To foster an appreciation of how opinion is moulded by different sections of society, pupils should:

- understand the role of the media in society, including the Internet, particularly how it can provide information and affect public and personal opinion
- understand the importance of a 'free press' and the conflicting demands placed upon it by different sections of society and shareholders

To have a constructive interest in community affairs, pupils should:

- understand that human society is constantly changing
- understand that we now live in an interdependent global community and that their own lives are linked with those of people throughout the world
- understand the major political, economic, environmental and social implications and responsibilities of an interdependent global community
- be aware of other societies and different ways of organising society
- be able to consider, in a global context, issues which affect them personally
- be able to involve themselves constructively in affairs and issues which go beyond their immediate lives and concerns, e.g. by participating responsibly in school or community-based activities
- be able to work together to bring about constructive and positive change, to achieve sustainable development, and a more just world in which power and resources are more equally shared

Many aspects of a child's environment and experiences have their part to play in the development of citizenship, and the encouragement of self-discipline and shared values. In planning the scheme of work and the delivery of Citizenship, account is taken of three different factors affecting the child's environment, experiences and development of Citizenship.

Factor 1: THE FAMILY

The School and a pupil's family must work together in developing and reinforcing a sense of citizenship. We aim to encourage an understanding of the nature of family life in all its forms:

- by stressing the importance of the family for physical and spiritual well being, parenthood, child development and the fulfilment of emotional and physical needs
- by making pupils aware of the challenges facing family units, e.g. separation, divorce, domestic disputes, chronic illness, bereavement, unemployment, terms imprisonment, financial difficulties

Factor 2: THE SCHOOL COMMUNITY

The School can help to promote citizenship by:

- creating and promoting a caring ethos which promotes the values-related, social and moral aspects of citizenship
- encouraging caring attitudes and a desire to participate in events happening in the world around them
- recognising and valuing the contributions made by the pupils and other members of the school community
- encouraging close working relationships between staff and pupils
- encouraging and practising mutual respect, tolerance and open-mindedness,
- using positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem
- direct teaching of Citizenship and addressing Citizenship issues in other subjects

Factor 3: THE BROADER COMMUNITY

Events, organisations and individuals from the wider community have much to offer in the development of Citizenship. For example, pupils visit homes for the elderly and the Magistrates Court, local community police officers visit the school.

By using the community the pupils should:

- develop political literacy and an understanding of political systems
- know about how schools, unions, firms, multinational companies, banks, pressure groups and international organisations operate
- understand their roles and responsibilities and know about democratic, moral and legal rights, etc
- learn about and pursue some of the many opportunities they have to involve themselves responsibly and effectively in the local community

After consideration of staff availability, curriculum constraints, and the above factors and in consultation with the Leadership Group, department members, and all staff, the delivery of Citizenship will be by these different but mutually supportive means:

- Timetabled PSHE and Citizenship lessons
- Other Timetabled Lessons - within and through other subjects
- Special Events and Activities

1. Timetabled PSHE and Citizenship lessons

As well as addressing the issues raised by the concept of citizenship, we have introduced appropriate lessons at different phases of the school. Students have a one-hour lesson of PHSCCEE every fortnight at Key Stages 3 and 4. New Citizenship schemes of work for all years in Key Stages 3 & 4 were produced and updated in September 2009.

2. Other Timetabled Lessons - within and through other subjects

All timetabled subjects can contribute towards citizenship. R.E., History and Geography are major contributors to the development of citizenship. Nine departments at the school have responsibilities to deliver specific sections of the programme of study. Citizenship opportunities are marked onto departmental schemes of work. These opportunities are recorded on specific pages in student prep books to enable reflection to take place in PSHE and Citizenship lessons. All staff have been issued with a laminated summary of the Citizenship Programme of Study and a Citizenship white board to enable them to make links in their 'subject' with Citizenship. They are encouraged to communicate these links to the students who record such experiences on a specific page in their prep books so that they can be reflected on and recorded later in the students' Citizenship Portfolio.

3. Special Events and Activities e.g.:

- at Christmas pupils bring in toys and pack up parcels for delivery to Eastern Europe
- at various times there are organised visits into the School by local community groups and visiting speakers, e.g. Youth Talk, St. Albans Educational Project
- large group events such as House assemblies and chapel. Assemblies and chapel services can be used to address all aspect of Citizenship, e.g. themes may be concerned with moral issues or right and wrong. They can also offer opportunities for pupils and others to present dance and music or art and literature from a variety of cultures
- school organised trips and visits to venues such as museums or art galleries
- Specific events during 'Activities Week' each June e.g. Citizenship Day for all year 9 students.

Working/liasing with other departments

The Citizenship staff work closely with other departments and those who have a senior role in designing and managing the curriculum in order that pupils have full entitlement/access to high quality education within a broad, balanced and relevant inclusive curriculum. This ensures that the most relevant subject specialist staff deliver certain aspects of the Programme of Study where it falls naturally in schemes of work and avoids repetition e.g. role of the media is delivered in Key Stage 3 and 4 English lessons, issues around fair trade in Key Stage 3 Geography lessons.

Assessment

The Citizenship Department follows the whole school policy on Assessment, Recording, Reporting and Marking. Students keep a folder of their own work in order to show progression, and to build upon their own achievements and development. Homework and class work are marked using the School's common framework and comments are made as appropriate. Grades are usually awarded. Grades Ex to L are awarded as indicators of the student's effort. Key Assessments are completed each term and attainment is reported on in the student's annual report.

Recording and Reporting Assessment

Self Assessment

Each pupil progress sheet on the annual report has the opportunity for annual pupil self assessment. Every student has a Citizenship portfolio where they have an opportunity to reflect on Citizenship opportunities in other lessons, performance and areas where greater help or application are needed. An on-going record is kept in the student prep book of subject based citizenship opportunities, as well as citizenship achievements around the school and in the wider community.

Records

Teachers keep records of marked work, test percentages and levels achieved.

Reports

Pupils' progress is reported to parents as for other National Curriculum Foundation subjects by the PHSCCEE teacher.

Requirements for Assessment at the end of Key Stage 3

At the end of Key Stage 3, PHSCCEE teachers will assess pupils' attainment in Citizenship using the end of key stage description published by QCA; where it will be judged whether they are 'working towards', 'working at' or 'working beyond' the Key Stage 3 descriptor.

Sex and Relationships Education

Practice in this area is developed in consultation with the Heads of Religious Education, Science, and PHSCCEE, and in liaison with the Governor's Curriculum Committee. Student views have also been taken into account. In order to comply with the regulations regarding the parents' right to withdraw their children from non-statutory sex education lessons, the policy is re-circulated annually at the start of the academic year.

Definition:

Sex and Relationship Education (S.R.E.) is lifelong learning about physical, moral, and emotional development. It is about learning about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about learning to be tolerant of others, whose relationships and sexuality may be different. It is also about the teaching of sex, sexuality, and sexual health. It provides knowledge and the organization of skills and attitudes which will allow children to manage their lives in a healthy and reasonable way.

Aims and Objectives

Attitudes and values

1. Recognition of the understanding of the value of family life, marriage, and stable and loving relationships for the nurture of both children and adults.
2. Encouraging respect for moral and spiritual values which reflect the Christian foundation of the school.
3. Respect for oneself and others, loving and being loved, and caring for oneself and others.
4. Tolerance of different values and attitudes and lifestyles of others.
5. Exploring, considering, and understanding moral dilemmas.
6. Development of critical thinking skills as part of decision making.

Personal and Social Skills

1. Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively and how to make choices based on understanding of difference and without prejudice.
2. Development of skills of choice and an understanding of the consequences of such choices are fundamental to decision making, assertiveness, managing conflict, and communication. All of these enable pupils to exercise personal responsibility to help avoid exploitation and abuse. Sensitivity is important, as there may be pupils in the group who have been abused, or are carrying out abuse and do not recognize it as such.

Knowledge and understanding

1. Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping.
2. Transmission of knowledge about sexuality, reproduction, disability, inherited disorders, sexual health, emotions and relationships.
3. Not one sexual orientation or type of sexual activity to be promoted.
4. Acquisition of information about local and national services including sexual health advice, sexuality, contraception, pregnancy, and how to access them.
5. Learning about the reasons for delaying sexual activity, the benefits to be gained from such a delay, and the avoidance of unplanned pregnancy/parenthood.
6. Being aware of the school's Equal Opportunities Policy, in particular paragraphs 5 and 6.

Implementation

S.R.E. will take the form of formal teaching using DVD films, power points, and other audio-visual aids, small group and class discussion and role-playing, with the opportunity for questions raised to be answered. Teachers will reserve the right to refuse to answer questions where answers may be thought to be inappropriate for the majority of pupils in the group, bearing in mind that much explicit information is available in teen magazines and that informal learning can be a powerful source of confusion and mis-information.

We aim to dispel myths and reduce fear and anxiety, clarify understanding and counteract prejudice by providing accurate teaching about sex and related matters. This will be done while preparing students to cope with their developing sexuality, the changes of puberty and adolescence, and the responsibilities of both personal health care and mature physical relationships. Students should develop confidence in the moral basis of their values so that they can develop a pattern of behaviour which takes account of the need for respect for others and their responsibilities to others and themselves. This matches the ideas of tolerance seen in the School Equal Opportunities Policy.

Delivery will be in the context of the PHSCCEE, R.E., and Science curricula. It may involve addressing moral and ethical issues which may arise from apparently unrelated topics in all national Curriculum Subjects, where there will not be a parental right of withdrawal.

Students are taught in largely mixed ability and mixed gender groupings for R.E. and PHSCCEE. In science setting occurs.

Curriculum Organisation

Key Stage 3

- Changes of puberty
- growth patterns
- development of sexual characteristics
- sexual intercourse
- childbirth
- and following DfES recommendations, AIDS as a sexually transmitted disease.

This may lead to a discussion of contraceptive methods. Parents will be informed when students are about to follow this part of the course.

- Friendship and love. Family life and relationships

By Year 9, the above coverage will be expanded to include sexuality and abortion.

Key Stage 4

Key Stage 3 work is expanded on, especially to cover issues relating to pregnancy, with greater emphasis on the role of hormones and the treatment of infertility. The effect of HIV on the human immune system is explained in the context of sexually transmitted diseases and hygiene. The work on genetics includes discussion of the social, ethical, and economic issues relating to genetic manipulation and selective breeding: it may also include discussion of artificial insemination, test-tube babies, and embryo transplantation. Anatomical and physiological details are dealt with as appropriate, and the work dovetails with discussion in the Year 10 R.E. and P.S.H.C.E. courses where there is consideration of relationships and attitudes towards HIV and AIDS, contraception, general sexual awareness, relationships, teenage pregnancy, infertility, the Child Support Agency, breast and testicular cancer. Work will include a review of the perspectives of different faiths and cultures.

Key Stage 5

More detailed consideration of anatomy and physiology occurs in A1 and A2 Biology. Discussion of the ethical issues, morality, sociological and economic considerations of many of the ideas met earlier in the school takes place in R.E. and Friday 5.

Management and Monitoring

S.R.E. will be delivered as far as possible by staff experienced in this area of education: opportunities for further training will be made available to those concerned.

The three Heads of Department with principal responsibility for delivery will feedback to their Leadership Group line manager issues relating to the philosophy of the course and its delivery.

Confidentiality

Staff may not offer or guarantee to students confidentiality in any matters due to the need to take action in issues related to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support.

In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used.

In the case of a student making a disclosure of possible pregnancy, or seeking individual advice on contraception, students should be encouraged to know that they can talk to an adult in the school. Proper professional information should be accessible from a health professional. However, the school will encourage any student of statutory school age to talk to their parents first:

- The child should be asked if they can tell their parents and asked if they need help. Staff will need to check how they have progressed the issue
- If the child refuses to tell their parents, staff should refer them to a health professional
- Staff should report the incident to the Headteacher who will consult with health professionals prior to informing parents
- The student will always be told that school staff are having to act in this way before their confidentiality is compromised

Parental Rights

We would prefer parents to play a part in this sensitive area by being informed in the School Programme so that they can continue discussions at home. However, parents of all students have the right to withdraw their child from non-National Curriculum sex education: parents will be able to state annually whether or not they wish their child to be withdrawn. We feel that this is inadvisable since it is inevitable that students will discuss the content of lessons and there is a danger that mis-information and half-truths will be passed on. A senior member of staff will seek clarifications from parents regarding their reservations and a teacher will as far as is realistic set appropriate alternative work when the student is not in the lesson.

Full copies of the policy will be given to the parents of all students new to the school; a summary will be included in the school prospectus and circulated to all parents annually.

Please return the form below only if you do not want your child to receive non-statutory sex education. You will be given the opportunity to re-affirm/reconsider your decision annually.

Non-statutory sex education is defined as the work relating to attitudes, sexuality, and HIV/AIDS. Although this is non-statutory, the school is obliged to teach it and feels it is important that these aspects are dealt with sympathetically.

PARENTAL REQUEST FOR WITHDRAWAL FROM SEX EDUCATION LESSONS

Name of student _____

Year Group _____ Tutor _____

I/We do not want our child to receive non-statutory sex education.

I/We understand that he/she will be given written work when this subject matter is covered in lessons.

I/We understand that one of his/her teachers may contact us to find out exactly what our reservations are.

Parent's signature _____ Date _____

Please return this slip to your son/daughter's tutor in a sealed envelope, marked for the attention of the Head of PHSCCEE