

Sex and Relationship Education Policy

Policy Code:	SW7
Policy Start Date:	March 2018
Policy Review Date:	September 2019

Please read this policy in conjunction with the policies listed below:

- Equal Opportunities and Diversity Policy
- Safeguarding and Child Protection Policy

1 Policy Statement

- 1.1 The Priory Federation of Academies Trust (The Trust) believes that Sex and Relationship Education (SRE) should:
- (a) Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
 - (b) Be an entitlement for all young people;
 - (c) Be set within a context that supports family commitment and love, respect and affection, knowledge and openness;
 - (d) Encourage students and teachers to share and respect each other's views;
 - (e) Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - (f) Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up, and that staff should work in partnership with parents/carers and students, consulting them about the content of programmes; and
 - (g) Recognise the contribution made by health professionals, social workers, peer educators and other mentors or advisers.
- 1.2 Sex and relationships education is lifelong learning about physical, sexual, moral and emotional development. It applies to all young people in school, irrespective of their gender, ethnicity or ability. It is about understanding the importance of stable and loving relationships that define family life, whether through marriage, or civil or other partnerships. It is about respect, love and care. It involves acquiring information, forming positive beliefs, values and attitudes, and developing skills.
- 1.3 SRE is also about the teaching of sexual matters and sexual health. This does not mean any encouragement of sexual activity or adoption of a particular stance towards sexuality. The SRE curriculum is designed to enable students to make their own informed and appropriate choices as they become young adults, and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

- 1.4 This policy does not form part of any employee's contract of employment and it may be amended at any time.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standard Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Operations.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and ensuring SRE is provided effectively in each Academy. All employees are responsible for supporting colleagues and ensuring its success.
- 2.3 Teaching staff are consulted in respect of their training needs and training opportunities will be considered on a regular basis.
- 2.4 Relevant teachers will have training and support to use training strategies for SRE. These include:
- (a) Establishing ground rules with their students
 - (b) Using distancing techniques
 - (c) Knowing how to deal with unexpected questions or comments from students
 - (d) Using discussion and flexible learning methods and appropriate materials
 - (e) Encouraging reflection
- 2.5 Teachers will not:
- (a) Give personal advice or counselling on sexual matters (including contraception) to a student (either individually or within a group) if a parent has withdrawn that student from sex education; or
 - (b) Give personal contraceptive advice to students under 16 for whom sexual intercourse is illegal. In these cases individuals will be referred

to the appropriate Academy Designated Safeguarding Officer for further guidance/support.

3 Aims

- 3.1 To ensure each Academy is compliant with the law on sex and relationship education.
- 3.2 To ensure effective provision of SRE within each Academy which promotes the spiritual, moral, cultural, mental and physical development of all students and prepares them for the opportunities, responsibilities and experiences of later life.
- 3.3 To ensure all stakeholders have the opportunity for consultation on the SRE programme.

4 Principles

- 4.1 There are three main elements of SRE – Attitudes and Values; Personal and Social Skills; and Knowledge and Understanding.

4.2 Attitudes and values

The attitudes and values that we encourage and wish to develop in our students include:

- (a) Respecting and caring for themselves and others and learning about the value of respect, care and love and the responsibilities of parenthood;
- (b) Recognising and respecting the differences between people;
- (c) Recognising that there are views other than their own and listening to those views;
- (d) Developing a set of personal values for distinguishing between right and wrong;
- (e) Developing personal responsibility and learning the importance of individual conscience and making moral choices;
- (f) Exploring, considering and understanding moral dilemmas; and
- (g) Challenging misconceptions, myths and false assumptions about what constitutes 'normal' behaviour.

4.3 Personal and Social Skills

The personal and social skills that we expect all our students to gain include:

- (a) Learning to manage emotions and relationships confidently and sensitively;
- (b) Developing self-respect and empathy for others;
- (c) Learning to make choices based on values and evidence rather than prejudice;
- (d) Developing an appreciation of the consequences of choices made, including in respect of sexual activity and parenthood;
- (e) Managing conflict;
- (f) Being assertive without aggression;
- (g) Not putting inappropriate pressures on others and avoiding pressures put on them;
- (h) Recognising and avoiding exploitation and abuse; and
- (i) Developing critical thinking as part of decision-making.

4.4 Knowledge and understanding

The knowledge and understanding we expect all of our students to gain, so that they can make informed decisions, include knowledge and understanding of:

- (a) Physical development, health and well-being at the various stages of life, including changes during puberty;
- (b) Human sexuality, reproduction and sexual health, including information about HIV, AIDS and other sexually transmitted infections (STIs);
- (c) Emotions and relationships;
- (d) The law relating to sexual relationships;
- (e) Sexual exploitation;

- (f) Contraception and the range of local and national sexual health advice, contraception and support services;
- (g) The nature of marriage and stable relationships as the key building blocks of different types of families, community and society, dealt with sensitively so as to not stigmatize children on the basis of their home circumstances;
- (h) The issues of peer pressure and other risk-taking behaviour, such as those related to drugs and alcohol;
- (i) The nurture of children;
- (j) The reasons for delaying sexual activity, and the benefits to be gained from such delay;
- (k) The avoidance of unplanned pregnancy and the issues relating to teenage pregnancy, learning the value of family life, stable and loving relationships; and
- (l) The people who can help us and different sources of help in respect of sex and relationships.

5 Approaches to teaching

- 5.1 SRE will be delivered through each Academy's curriculum plan, and this will normally form part of the PSHE and Citizenship programme. Each Academy will be compliant with the DfE document *Sex and Relationship Education Guidance*.
- 5.1 A variety of teaching and learning styles will be used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.
- 5.2 Pupils will normally be taught in mixed-ability and mixed gender groups. The teaching of SRE will be handled sensitively by the teacher and it will be a matter of common practice that:

- (a) Neither teacher nor student will be expected or required to answer a personal question;
- (b) No-one will be forced to take part in a discussion;
- (c) Sensitivity will be shown towards those of particular faith backgrounds;
and
- (d) Nothing will be said that could be construed as embarrassing or offensive to other students.

6 Teaching SRE to Children with Special Educational Needs

- 6.1 The Trust will teach SRE to all students, regardless of ability. Indeed The Trust recognises that some students with special needs may be more vulnerable in dealing with personal relationships. Teachers and Teaching Assistants will discuss a student's individual educational needs and to ensure that they can fully access the programme. The classroom teacher will ensure that any classroom visitor is made aware of student's individual needs.
- 6.2 Some students with special needs will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. The Trust recognises that these students will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

7 The Science Curriculum Areas Relating to SRE

- (a) Key stage 1
 - Ourselves
 - Growing plants (life cycles)
 - Health and Growth
 - Plants and animals in the local environment (life cycles)
 - Variation
- (b) Key Stage 2
 - Teeth and Eating
 - Helping plants grow well
 - Moving and Growing
 - Habitats (life processes)
 - Keeping Healthy
 - Life Cycles

(c) Key stage 3

Fertilization in humans

The physical and emotional changes during adolescence

The human reproductive system including the menstrual cycle and fertilization

Foetal development

(d) Key stage 4

The way in which hormonal control occurs, including the effects of sex hormones

Some medical uses of hormones, including the control and promotion of fertility

How sex is determined in humans

8 The Role of Parents/carers

The views and participation of parents/carers is vital for the most effective sex education. Parents/carers are informed and encouraged to provide opportunities to discuss at home, the Sex and Relationship Programme provided by the Academy.

It is hoped that Children's Health will be involved in offering a training programme for parents/carers to support them in talking to their children about Sex and Relationships.

Prior to the commencement of the Sex and Relationship Programme, a letter will be sent home advising parents/carers of how they can access the programme content and of their right to withdraw their child(ren) from certain lessons. Parents/carers have the right to withdraw their child from all or part of the Sex and Relationship Programme that is taught in the Federation Trust. Parents/carers may not withdraw their children from Science lessons where students learn about reproduction and birth.

9 Confidentiality

- 9.1 Effective SRE could lead to disclosure of a child protection issue. Disclosures from students may take place at an inappropriate time or place. If a student indicates that he/she is being, has been or is at risk of being abused teachers will respond by dealing with it as a matter of child protection. This will be dealt with by the Academy's Designated Safeguarding Team following The Trust's Safeguarding and Child Protection Policy.

10 Equal Opportunities

- 10.1 The Trust aims to ensure that the SRE programme is accessible to all students and takes into consideration specific needs in relation to learning style and race, religion and gender issues.
- 10.2 Parents/carers who have concerns in relation to how the programme is delivered should consult with the relevant Academy so that the issues can be resolved. Resources used will be checked for racial or gender stereotyping, which will be avoided.

11 Assessment & Evaluation

- 11.1 Teachers assess student's work in Sex and Relationship Education both by making informal judgments as they observe them during lessons and by doing formal assessments, which are measured against the specific learning objectives, set out in the programmes of study. Students understanding is assessed and evaluated at the end of modules.
- 11.2 Students are actively involved in evaluating the quality and relevance of the sex and relationship education they have received through reflection, assessment and evaluation activities.
- 11.3 Staff, student and parents/carers review and feedback will be used in evaluating the effectiveness and appropriateness of the programme.

12 Outside Speakers and Agencies

- 12.1 The Trust encourages other valued agencies to work with us to enhance our programme. Agencies involved in delivering aspects of the course or as a supplementary session include:
- (a) **Children's Health;**
 - (b) **Positive Health;**
 - (c) **The Peer Educators;** and
 - (d) **Theatre in Education**
- 12.2 Agencies will be made aware of relevant Trust policies.
- 12.3 The Trust is grateful that the Local Authority has indicated that it is prepared to make its specialist services available to support where

necessary for example in the areas of teenage pregnancies both in terms of provision and support when required and The Trust will avail itself of all appropriate agencies in support of its general aim of providing the best advice possible and the best support possible in any given situation.

13 Policy Change

- 13.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.

The Priory Federation of Academies Sex and Relationship Education Policy

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.