



Sex and Relationships Policy 2018

Policy reviewed by Academy Transformation Trust on	May 2018
--	----------

This policy links to:	<i>Located</i>
<ul style="list-style-type: none">• Safeguarding Policy• PSHE Policy• Equalities Policy	

REVIEW DATE: May 2020

Or sooner if statutory requirements change

Improving Education **Together.**



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Our Commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

1. Sex and Relationships Education

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

2. Aims and Objectives

The aim of Sex and Relationship Education is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. At Academy Transformation Trust we believe that SRE is an essential part of every pupil's education because:

- Pupils have the right to information about what is happening to their bodies, to gain skills to establish positive relationships and explore their own and others' attitudes about sexual matters;
- Pupils gain information about sexual matters from a range of sources – much of this can be incorrect and lead to misunderstanding. SRE can give an objective and balanced view;
- Provide a framework in which sensitive discussions can take place.
- SRE helps to prevent unplanned pregnancy and sexually transmitted infections (STIs);
- SRE is effective when it is planned, supported by and involves parents/carers, gives staff training on teaching
- SRE takes account of pupils' views; in so doing SRE can help pupils develop positive self-image and high self-esteem, responsibility and the ability to make informed decisions;
- SRE addresses the personal and social aspects of pupils and is part of the provision of a broad and balanced curriculum as stated in the Education Reform Act 1988 and fulfills the compulsory provision of sex education as required by the Education Act 1993.
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media teaches pupils about the law and their rights to confidentiality even if they are under 16 and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

3. Attitudes and Values

- learning the importance of values,
- individual conscience and moral choices; learning the value of family life, stable and loving relationships, and marriage
- 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

4. Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents/carers 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 (i.e. in Science lessons). Academies should make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with academy staff at the earliest opportunity. Academy staff should make available SRE resources for parents/carers to review.

5. The Role of Parents/Carers

The primary role in children's Sex and Relationships Education lies with parents /carers. At the Trust we wish to build a positive and supporting relationship with parents/carers through mutual understanding, trust and co-operation. In promoting this objective we expect our academies to:

- inform parents/carers about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents/carers may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in our academies.

6. The Role of the Principal

It is the responsibility of the principal to ensure that both staff and parents/carers are informed about the Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

7. The role of the teacher

- Teachers are responsible for planning for and delivering the curriculum. They have responsibility to ensure the safety and welfare of pupils and can reassure parents/carers that their personal beliefs and attitudes will not influence the teaching of SRE.
- Teachers will tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.
- Teachers should have regard for DfE document "Sex and Relationship Guidance" July 2000 which contains information on dealing with sensitive issues. Also should it link to Curriculum policy as it may cross into other areas such as Science for example?

8. Confidentiality

Teachers must conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the academy's child protection policy.

9. Answering Difficult Questions



If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the principal who can discuss the matter with the parent/carer, or follow the procedures in place in the academy.

10. Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Academy Transformation Trust takes its responsibilities for safeguarding and its legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38) very seriously.

11. Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We understand our duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE across our academies will foster good relations between pupils, tackle all types of prejudice – including homophobia, biphobia and transphobia – and promote understanding and respect.

12. Social media and SRE

ATT understand the importance of ensuring children and young people are made aware of the possible risks that may arise when using social media. Academies are encouraged to make sure that SRE includes explicit links to the risks and issues of social media and the internet.

13. Monitoring and Evaluation of Sex and Relationship Education

The PSHE lead will oversee and organise the monitoring and evaluation of sex and relationships education. This may include gathering the views of parents/carers and pupils. The Principal and Governors are responsible for overseeing and reviewing the Sex and Relationship Policy.



Bristnall Hall Academy Sex and Relationships Education Procedures

Produced by:	<u>Antoinette Jackson</u>
Policy Adopted by Local Governing Board:	<u>30th January 2019</u>
Policy last reviewed:	<u>December 2018</u>
Next Review Date :	<u>In line with ATT policy</u>

Definition

At Bristnall Hall Academy we believe that sex and relationships education provides a clear understanding that positive, caring environments are essential for the development of a good self-image and that our students, as maturing individuals, are in charge of and responsible for their own bodies. As such, our sex and relationships education is focussed on providing knowledge about the processes of reproduction and the nature of sexuality and relationships in a responsible and healthy manner. Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives.

Rationale

At Bristnall Hall Academy all students follow a programme of Personal, Social and Health Education. Health Education forms an intrinsic part of the programme as well as being a cross-curricular theme.

Sex and Relationships Education is one component of the Personal, Social, Health and Economic Education Programme which is delivered by a specific team of teaching staff. It features in National Curriculum Science in Key Stage 3 where anatomical and physiological information about reproduction in humans forms part of the course. It also features in Religious Studies under Personal and Social Values and beliefs which deals with personal identity and relationships.

In Year 10, some students opt for a GCSE course in Child Development which involves students studying child development from conception to five years.

The academy recognises that parents are key figures in helping children to cope with physical and emotional aspects of growing up. The teaching in this academy seeks to be complementary and supportive to the role of parents, recognising that appropriate,



accurate and responsible sex education is an important element in preparing students for adult life and calls for a sensitive, thoughtful approach.

Teaching about the physical aspects of sexual behaviour is set within a clear moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others.

Effective Sex and Relationships Education does not encourage early sexual experimentation. Our students are helped to recognise the physical, emotional and moral risks of casual and promiscuous sexual behaviour. The teaching will foster recognition in students to behave responsibly in sexual matters and will help students to appreciate the benefits of stable, married and family life and the responsibilities of parenthood.

The academy has a responsibility to ensure that all students understand those aspects of the law which relate to sexual activity.

Entitlement

1. Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.
2. Some parts of sex and relationship education are compulsory – these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want, by writing to the academy.
3. All students have access to information provided by the Health Service Department.
4. An NHS Nurse will be available once a week to provide personal and confidential advice.
5. All students are made aware of statutory and voluntary organisations which offer support in human relationships, for example, Relate, Connexions and Brook Advisory Service.

Aims and Objectives

- Students recognise the importance of choice in managing relationships so that they do not present risks, e.g. to health, to personal safety.
- Develop knowledge and understanding of relevant topics to include: female puberty, menstruation, contraception, AIDS, sexually transmitted diseases.
- Discuss moral values and those held by different cultures and groups.
- Understand that people have the right NOT to be sexually active.
- Recognise that parenthood is a matter of choice.
- Understand the importance of the contribution of both parents in the upbringing of children.
- Encourage understanding of the variety of personal relationships and reflect on the benefits of commitment and stability towards others.
- Know in broad outline the biological and social factors which influence sexual behaviour and their consequences.



- Develop personal skills and qualities to include: listening, questioning, communicating, tolerance and empathy.
- Understand aspects of Britain's legislation relating to sexual behaviour.
- Be aware of the need for preventative health care and know what this involves.

Monitoring and evaluation

1. Students complete an evaluation following sex and relationships education sessions.

Teaching methods and groups

Personal, Social and Health and Economic Education, which includes Sex and Relationships education, is delivered as a discreet subject by a specific team of teaching staff.

- The Content and methods used are designed to be appropriate to the age and development of the students.
- Teachers will be sensitive to religious beliefs and cultural practices.
- Teaching will be enhanced by the use of appropriate outside agencies, in particular the NHS nurse who works closely with students.
- Where issues of Child Protection are raised staff must follow the Academy policy and procedures for Safeguarding Children.
- On occasions it may be appropriate to engage external agencies to work with individual students to ensure they understand the importance of keeping safe, in a variety of situations, and particularly when accessing social media.

PSHE and Achievement Coordinators

- Co-ordinate outside agencies to deliver appropriate and relevant topics.
- Ensure the quality of resources and lessons are good and regularly updated.
- Develop and ensure the programme of study covers the required knowledge and skill development related to sex and relationships education.

Needs of SEN children

The school recognises that some children with special educational needs may require extra help in coping with some of the issues dealt with in the sex education programme. They will follow the course with the rest of their peers but individual follow up work will be arranged where it is felt to be appropriate. Support staff are an integral part of teaching and learning in PSHEe.



Contact with parents

This policy, including content, materials, outside speakers, is available to all parents of registered students on request.

Apart from certain “biological aspects” of National Curriculum Science, parents have the right to withdraw their children from all aspects of sex education.

The Governing Body agrees in principle with the aims provided by the DfEE. (Sex and Relationships Education Guidance’ ref 0116/2000).

1. To present the facts in an objective and balanced manner to enable the students to understand the range of sexual attitudes and behaviour in present day society.
2. To ensure that all students know what is and is not legal.
3. To enable students to consider their own attitudes.
4. To allow students to make informed, reasonable and responsible decisions about the attitudes they will adopt while at Bristnall Hall Academy and in adulthood.