



# Sex and Relationship Education

## January 2018

Office use

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<p>Links to: Safeguarding Child Protection Policy The Equality Act 2010 Keeping Children Safe in Education 2016 Single Equality Policy Behaviour Policy Confidentiality Policy Anti-Bullying Policy</p>		<p>SRE Guidance (DfE 0116/2000) Framework of PSHE &amp; Citizenship (NC 2000) National Healthy Schools Standard Guidance OFSTED Report on SRE (2002) Nottinghamshire LEA SRE Guidance (2004)</p>	
<p><b>Links to:</b></p>			

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## **1. Policy Statement and Introduction**

The government requires that all secondary academies must provide sex and relationship education (including information about HIV, AIDS and other sexually transmitted infections).

## **2. Scope and Purpose**

Sex and Relationship Education is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.' Diverse Academies Learning Partnership (DALP) wholeheartedly supports this philosophy and believes it is best taught as part of Personal, Social, Health and Citizenship Education. The programme goes beyond National Curriculum science and seeks to promote the spiritual, moral, cultural, mental and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of adult life. It also incorporates the major strands of the National Healthy School Standard.

## **3. Responsibility for implementing the policy**

The Diverse Academies Learning Partnership (DALP) has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. The Trust has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Principal.

3.1 Members of the Senior Leadership for each academy will be responsible alongside Pastoral leaders for the drawing up of the Sex Relationship Education (SRE) Policy. Students have the opportunity to provide their views through student voice activities and parents can contribute through parent consultation activities.

## **4. Role of Senior Leaders and Pastoral Heads**

These members of staff will together:

- a. Manage all aspects of the SRE programme developing curriculum materials where appropriate
- b. Liaise with external agencies to deliver specific elements of the programme
- c. Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum.

## **5. Aims and Objectives of SRE:**

The aim of SRE is to help students develop a healthy, safer life style. The overall objectives of the SRE curriculum are concerned about raising awareness of attitudes and values, developing personal

and social skills and promoting knowledge and understanding. SRE covers more than biological facts and information. It endeavours to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

## **6. The Content and Organisation of the SRE:**

SRE will be taught through Curriculum days, Citizenship or Personal and Social development lessons. The programme is delivered to all students (see Appendix 1) by dedicated selected staff, supported by a variety of professionals, including, where appropriate, the school nurse, with expertise in specific topic areas. Teaching staff will be present when colleagues are working with a teaching group and will be responsible for preparatory or follow-up work as appropriate. The topics are developed gradually through the programme and enhanced by the academy's pastoral system. The SRE curriculum is organised in a spiral which develops themes/topics taking into account the age and maturation of the students. This means that topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups. A variety of teaching and learning styles will be used to ensure effectiveness and differentiation. Before any lessons begin the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. Parents have the right to withdraw their child from any part of any SRE programme but not the biological aspects of human growth and reproduction that is part of the National Curriculum science (see Appendix 2). This procedure is regularly indicated in school brochures and parents/carers mailings. Requests should be made in writing to the Principal. A copy of withdrawal requests will be placed in the students' educational record. DALP believes in a whole-academy approach and contributions can be made by different curriculum areas. All teaching is reinforced by the general ethos of the academy in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services. Across all Key Stages, students will be supported with developing the following skills: communication (including how to manage changing relationships and emotions); recognising and assessing potential risks; assertiveness; seeking help and support when required; informed decision making; self-respect and empathy for others; recognising and maximising a healthy lifestyle; managing conflict; discussion and group work.

## **7. Sensitive Issues**

It is inevitable that controversial issues may occur as part of SRE e.g. divorce, rape, abortion, etc. The issue will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias. Account must be taken of different viewpoints, e.g.

different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

The following procedure will be adhered to by all adults:

### **8. Confidentiality and disclosure**

It is almost inevitable that effective SRE which allows for open discussion to take place may lead to disclosures from students. It is essential that those teaching SRE are completely familiar with the child protection procedures. Student disclosures or suspicion of abuse must be followed up with the student concerned, that same day and referred to the designated senior teacher for child protection or the designated person. They will deal with these disclosures or suspicions in line with the child protection policy.

### **9. Health Professionals**

They are bound by their own professional codes of conduct, but in the classroom setting they are also bound by relevant academy policies. Outside the teaching situation they can give one-to-one advice or information to a student on health related matters including contraception.

### **10. Teenage Pregnancy – Contraception Advice**

By law teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to legal situation and the aspect of sexually transmitted diseases. However, students should be educated as to the other sources of advice and support.

### **11. Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on; respect; caring and support. SRE will be taught as a part of family life within a permanent, monogamous, heterosexual relationship. All family groupings are discussed and respected.

### **12. Religion and Faith**

Through Curriculum days, Citizenship or Personal and Social development lessons and by linking to other curriculum areas such as Religious Studies. Students are made aware of other religions, faiths, cultures and citizenship. Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues relating to the needs of specific students, for example, discussion of some topics in a mixed sex group is forbidden in some religions.

### **13. Equal Opportunities, Inclusion and Disability**

SRE has to be inclusive and should seek to help young people to:

- a. Be aware of sexuality
- b. Understand the arguments for and benefits of delaying sexual activity
- c. Understand the reasons for having protective sex
- d. Value themselves and others
- e. Avoid exploitation

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

### **14. Children and Young People in Public Care**

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on SRE at home, at their academy and in care because of the often disrupted pattern of their experiences. Designated staff from each academy will ensure that each young person's entitlement is met in this regard.

### **15. Young Gay Men, Lesbian and Bisexual**

Within the PSHE framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, hopefully removing prejudice and bullying. The sexual health needs of gay, lesbian and bisexual young people will be addressed through the academy nurse or professional informed adults.

### **16. Homophobic Bullying**

DALP will take positive steps to eradicate homophobia as a motivator for bullying. Through Curriculum days, Citizenship, Personal and Social development lessons and subjects such as Religious Studies work will include discrimination; social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying at academies is neither trivial nor acceptable. DALP will support all students in a positive manner observing the protected characteristics of the Equality Act 2010.

### **17. HIV/AIDS Awareness and Sexually Transmitted Infections (STI's)**

As part of the SRE programme issues of contraception; HIV/AIDS; STI's; sexuality and abortion are addressed. Facts are presented in a balanced and objective way, with students being encouraged

to consider their attitudes and values. They are made aware of the difference between fact, opinion and religious belief.

### **18. SRE and Students with Special Educational Needs and Disability**

DALP is an inclusive organisation. Students with special educational needs and Disability will, wherever possible, follow the main stream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all students. Appropriate interventions will be made to enable academies to handle SEN as appropriate on an individual basis.

### **19. Staff Training**

SRE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. DALP will support the use of visitors from outside the trust (such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

### **20. Monitoring, Evaluation and Review**

To ensure that the SRE programme is effective; is meeting the needs of students and complies with SRE guidelines the following strategies will be used to quality assure the DALP SRE programme:

- a. Evaluation self-review from students after specific topics or at the end of key stages
- b. Comments from students and representatives of the Student Forum
- c. Whole class discussions

### **21. Dissemination of the Policy**

The Policy will be located on the DALP website to ensure that it is disseminated to all stakeholders. Copies will be available at individual academy receptions and academy websites will have a direct link to this policy and each academy will have their academy specific appendix on their website.

### **22. Review of the policy**

This policy is reviewed annually by the Trust we will monitor the application and outcomes of this policy to ensure it is working effectively

## 23. Appendix A

### Content

The SRE content of PSHE/Citizenship/Curriculum Days is detailed below.

It aims to address:

- **Puberty Changes:** personal hygiene, expectation of change, body image, variety and stereotypes
- **Relationships:** relationship skills, self-image and identity, body language, relationships with family and friends, platonic and sexual relationships, morality in relationships, coping with abuse
- **Human Sexuality:** questions about human sexuality, sexual alternatives, HIV & AIDS, the expression of sex within relationships, the right not to be sexually active, peer group and media pressures, the importance of safe sex
- **Sexual Exploitation: an understanding of actual or attempted abuse of position of vulnerably, differential power, or trust, for sexual purposes.**
- **Female Genital Mutilation – including associated ethical and moral questions**
- **Population, Growth and Control:** population growth, the choice of parenthood, discussion of contraceptive methods
- **Education for Parenthood:** the nature of families – pressures and responsibility, parenting skills
- **Gender Role:** changing attitude to gender role; sexism, equal opportunities
- **STI's and Abortion:** including associated ethical and moral questions
- **Agencies:** voluntary and statutory help available for individuals and families

It should prepare young people 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 own sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex

- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- 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
- Avoid being exploited or exploit others
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and, if necessary, treatment

## **24. Appendix B**

### **Primary:**

At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.

### **National Curriculum – Science**

#### **Key Stage 1**

Statutory requirements:

- Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### **Key Stage 2**

Statutory requirements:

- Pupils should be taught to notice that animals, including humans, have offspring which grow into adults
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.
- They should also be introduced to the processes of reproduction and growth in animals.
- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

### **Secondary:**

#### **National Curriculum Science**

#### **Key Stage 3**

- That fertilisation in humans is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation

- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of virus can affect health

## **National Curriculum Science**

### **Key Stage 4**

- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- The defence and mechanisms of the body
- How sex is determined in humans

## **25. Appendix C**

### **A Value Framework for SRE**

Young people should be taught SRE within a framework that models and encourages the following values:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- Self -discipline regarding their sexuality