




SEXUAL HEALTH AND RELATIONSHIPS EDUCATION POLICY

Date approved by Governing Body:	11 November 2015
Signature of Chair of Governors:	
Next Review Date:	01 October 2016

Statement of Policy

This policy is based on the Department for Education's (DfE) guidance and adopts the DfE definition of sex and relationship education which describes it as:

“Learning about physical, moral and emotional development; understanding 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 health.”

The Academy seeks to create an environment which encourages and enables healthier choices, Based on mutual respect and a clear understanding of the values of others in achieving a healthy lifestyle.

The aims are to:

- promote the spiritual, moral, cultural, mental and physical developments of students so that all may enjoy and achieve
- prepare the students for the opportunities, responsibilities and experiences of adult life so that they may make a positive contribution to society
- to encourage health-promoting behaviour
- complement and be supportive to the role of parents and have regard to parents' views about its content and presentation; and ensure students have the information to make informed, healthy and safe life choices

The sex education programme will reflect the Academy ethos and demonstrate and encourage the following values:

- Personal responsibility in all forms of behaviour;
- Self-esteem and confidence;
- Respect and consideration for others;
- Provide support and information for young people and their parents.

The Academy's Sex, Health and Relationships Education programme is introduced and developed within the taught curriculum. We deliver the taught curriculum mainly through Personal and Social Development, Religious Education and Science but other opportunities to reinforce learning will occur in other parts of the teaching programme. The Academy actively cooperates with other agencies that often make a valuable contribution to the programme. External agencies will be invited in to support the curriculum, support individual young people and their families, provide parental education opportunities, training opportunities for all staff and to support the development of policy. Sexual Health and Relationships Education is learning about sex, sexuality, emotions, relationships, sexual health and each individual's self-

understanding. It will provide consistent messages, will be progressive, and will support students' confidence and self esteem as they move from childhood to adulthood. It should prepare them as young adults to take responsibility for and enjoy sexual and emotional relationships, neither exploiting others nor being exploited themselves. It should also provide them with sufficient information and skills to resist peer pressure, have a sense of their own rights and protect themselves and their partner from unintended or unwanted conceptions and Sexual Transmitted Infections (STIs), including HIV.

All Academy staff have a role to play in managing Personal and Social Development.

The Academy Personal and Social Development Framework will help students develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping students to deal with difficult and social questions, including understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

Attitudes and values

Learning the importance of values and individual conscience and moral considerations;

- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence to prejudice;
- developing and appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships;

- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

Use of Outside Visitors

- It is anticipated that professionals from outside Academy will be involved in teaching the sex education programme at certain times. Every visitor or professional speaker involved in this programme will be made aware of the sex education policy of this Academy. The Academy Management exercises great care in the choice of external speakers.

Information through other National Curriculum Subjects

Parents must be aware that, through National Curriculum subjects such as English, Drama and History, controversial issues may come up and therefore require a certain amount of discussion. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the sex education programme and therefore not subject to parental right of withdrawal. However, the Academy holds the belief that staff will deal both sensitively and professional with any issues which arise in the classroom.

A number of these issues are mentioned below:

- Birth, contraception, child-rearing, abortion and technological developments which involve consideration of attitudes, beliefs, values and morality
- Awareness of the availability of statutory and voluntary organisations which offer support in human relationships such as Relate
- Awareness that feeling positive about sexuality and sexual activity is important in relationships and understanding the changing nature of sexuality over time and its impact upon lifestyles, such as the menopause
- Awareness of partnerships, marriage and divorce and the impact of loss, separation and bereavement
- Discussion of issues such as sexual harassment in terms of their effect on individuals

Procedures

The Programme of Study will be developed by the Curriculum Leader: Internationalism, in consultation with external agencies. It will be developed in line with current guidance documentation eg the Frameworks for Personal, Social, Health Economic Education and Citizenship, Guidance from Healthy Schools and the National Curriculum Science

Order. Curriculum Plans and programmes of study clearly identify how these elements are being considered.

A set of ground rules will help teachers create a safe environment in which they and the young people do not feel embarrassed or anxious. These may include:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way

A number of ways may be implemented to enable students to play an important role in identifying their needs and in the development of the curriculum:

- Through the use of interactive and participative teaching styles which engage young people;
- Through evaluation processes at the end of sessions or programmes;
- Through shared agenda setting to inform the beginning of programmes of work;
- Throughout the Academy Student Council and other working groups.

A number of ways have been implemented to enable students to have full access to the curriculum and can play a role in developing policy and curriculum. These include:

- Using interactive methods to discover what students know and understand and ensure relevancy of learning;
- Working closely with parents, guardians and carers, youth workers and the wider community to ensure the programme is relevant and sensitive to the culture, ethnicity and diversity of students;
- Ensuring that activities and teaching styles are adapted to the specific learning requirements of students.

The Academy has a clear pastoral system for supporting students to achieve their potential. It will ensure that young people have access to appropriate sources of support and clear policies which identify confidentiality protocols. Support may include:

- Access to an Academy based drop in service which have clear referral processes to outside agencies e.g. c-card;
- Access to appropriate leaflets, e.g. Where To Turn, and to relevant and safe web sites;
- Access to services which support the Academy e.g. Connexions, Youth Service, Counselling Agencies, School Nurses, Children and Young Peoples Service (CYPS), School Nurse.

Teachers and all those contributing to sex and relationship education work within the agreed framework as described in the Academy's policy which in line with current legislation.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided at the Academy except for those parts included in the statutory National Curriculum. If a parent wishes to withdraw a student from these classes, they are asked to discuss it with the Principal or Vice Principal to be clear about what the student will do when withdrawn. This will be followed up by a written request for withdrawal from parents/carers. Once a student has been withdrawn, they cannot take part in sex and relationships education until the request for withdrawal has been removed. This will be reviewed with the parents/carers each year.

Equal Opportunities

Red House Academy abides by all equality legislation and fully respects the rights of all students and staff members, regardless of any protected characteristic that he/she may have.

We will therefore endeavour to approach the sex, health and relationship education programme with sensitivity, avoiding any derogatory or prejudicial terms which could cause offence.

Confidentiality

Confidentiality within the classroom is an important component of sex, health and relationship education and teachers will be expected to respect the confidentiality of their students as far as possible.

Staff should, however, alert the Designated Safeguarding Lead about any suspicions of inappropriate behaviour or potential abuse as per the Academy's Child Protection and Safeguarding Policy.

Bullying

Staff should refer to the Academy's anti-bullying policy where a student is bullied as a result of the sex, health and relationships education programme.

Monitoring and Reviewing

Sex, Health and Relationships Education will be monitored by the Curriculum Leader: Internationalism. The Policy is continually under review and is adjusted as necessary.

Appendix 1

Sex and relationship education is an entitlement for every student and is supported by Section 251 of the Education Act 1996 which requires every school, including PRUs, to provide a balanced curriculum which:

- Promotes the spiritual, moral, cultural and physical development of students at the school and of society
- Prepares students at the school for the opportunities, responsibilities and experiences of adult life

The DfES SRE Guidance (DfES 2000) builds on these legal requirements and emphasises best practice by recommending that SRE is planned and delivered as part of well planned Personal, Social, Health Education and Citizenship provision. It is in line with the non-statutory frameworks for Personal, Social, Health Economic Education and Citizenship at Key Stages 1 + 2, Personal, Social, Health Economic Education at Key Stages 3 + 4, the statutory citizenship programme of study at Key stages 3 + 4 and the statutory requirements within the National Curriculum Science Order for all phases, as the basis for developing sex and relationship education.

- Access about Personal and Social Development, local and national sources of help go to:

www.talktofrank.com