



Aims for Sex and Relationship Education

Sex and Relationships Education aims to:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex
- Focus on boys as much as girls
- Build self-esteem
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Provide young people with information about different types of contraception, safe sex and how they access local sources of further advice and treatment
- Use young people as peer educators e.g. teenage mothers and fathers
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Link Sex and Relationship Education with issues of peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol
- Ensure young people understand how the law applies to sexual relationships.

Over the last 20 years we have seen a move in society towards early sexual experience and as a result our young people are under tremendous pressures. The media constantly bombards youngsters with all manner of sexual messages and we expect them to respond in the correct way. We often assume that these people are knowledgeable and confident in sexual situations when in actual fact many are still very unsure and naïve. We also wrongly assume in many cases that parents and students discuss problems and issues which may arise – in truth this only happens in a small percentage of cases.

This realisation must lead us to conclude that sex education must be delivered within the school setting, through the PHSE programme. Through the delivery by the Progress Tutors, mutual trust is developed and students should feel that queries they have can and will be dealt with.

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

School Environment, Relationships and Ethos of the School

SRE is enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure environment which is conducive to learning.

In our school we:

1. Provide information about the emotional, moral, physical and social aspects of human and sexual development
2. Encourage a sense of respect for one's own and others feelings, decisions, rights and bodies
3. Develop young people's understanding and respect of their bodies
4. Explore and acknowledge different family structures and the value of good parenting.

Curriculum

Much of the SRE takes place within PSHE lessons. Staff generally deliver the PSHE Curriculum, with support from others where appropriate. Staff work with students over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Assessment is carried out at the end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns. We will ensure that all young people receive SRE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that SRE is relevant to them.

Special Educational Needs and Learning Difficulties

The school has a duty to ensure that children with special educational needs and learning difficulties are properly included in SRE. SRE should help all students understand their physical and emotional development and enable them to make positive decisions in their lives.

All staff will be sensitive to:

- Cultural difference
 - Homophobic/sexist attitudes
 - Sexual orientation, and there should be no direct promotion of sexual orientation
 - Different types of strong, mutually supportive relationships whilst ensuring that students learn the significance of marriage and stable relationships as key elements of community and society
 - The need to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. Staff contributing to SRE are expected to work within the values framework of this policy.
-

Right of Withdrawal of Students from SRE

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their child from all or part of SRE except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents are encouraged to discuss their concerns with staff at the earliest opportunity. Students who are removed from SRE lessons after parental discussions will be accommodated suitably elsewhere.

Responding to Sensitive Issues and Supporting Children/Young People

Staff involved in SRE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Safeguarding Policy. A copy of this is available on the school website.

Where an adult believes a child may be at risk, this should be reported following school Safeguarding procedures.

Additional support is available within the Pastoral department; this could include but is not limited to:

- Regular identification of vulnerable students and monitoring of these students termly by the Inclusion Managers. Following monitoring, issues are followed up through the Pastoral system
 - Alternative pathways of study can be explored
 - Significant project work to encourage participation across the school
 - Close links with multi-agencies, Youth Offending Team, School Nurse, Local Support Team, Home-Start etc.
 - The school believes that there should be minimum disruption to the schooling/learning of students who are pregnant or have given birth. These students have the full support of the school to continue their studies.
-

Celebration of Achievement – Assessment, Recording and Reporting

As with any learning process assessment of students, personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem.

Useful Web Sites:

Sex Education Forum	www.ncb.org.uk/sef
National Children's Bureau	www.ncb.org.uk
Teacher Net	www.teachernet.gov.uk
Wired for Health	www.wiredforhealth.gov.uk
QCA	www.gca.org.uk/7835.html
Teenage Pregnancy Unit	www.dfes.gov.uk/teenagepregnancy/dspContent.cfm?Page 1D=85

Further details on any aspect of this policy and its implementation can be obtained from the academy.

REVIEWED : JANUARY 2019

REVIEW DATE : JANUARY 2022

Mrs E Robinson, Chair of Trustees :

Date :

Mr S P Ascroft, Headteacher :

Date :

“Working together to achieve our personal best”