

# **Serlby Park Academy**

## **Sex and Relationship Education Policy**

*Setting standards for success*

## CONTENTS

1.0	Roles and Responsibilities.....	3
2.0	Suggested Audience.....	3
3.0	Related policies .....	3
4.0	Academy Mission Statement .....	3
5.0	Purpose and Rationale .....	3
6.0	Aims .....	5
7.0	Objectives.....	5
8.0	Inclusion .....	6
9.0	What the Academy will do.....	6
10.0	Working with Parents and Carers .....	7
11.0	Staff Development and Support.....	7
12.0	Support from external agencies .....	8
13.0	Learning outcomes .....	8
14.0	Assessment, Recording and Reporting.....	12
15.0	Monitoring and Review .....	13
16.0	Approval by the Local Governing Body and Review Date .....	13
	Appendix 1 – Information for Parents and Carers.....	14
	Appendix 2 - Confidentiality in Sex and Relationship Education Lessons.....	20
	Appendix 3 - Withdrawal from Sex and Relationship Education Lessons .....	21

## 1.0 Roles and Responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the **Director: Specialisms and Pupil Voice**.
- 1.2 The Local Governing Body will have a written statement of the policy available to parents /carers. (Appendix 1)
- 1.3 All staff, in their daily engagement with other colleagues and with learners, will promote the ethos of this academy, and show the highest standards of personal, moral and social behaviour, acting as excellent role models which will enable all children and young people to develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all learners appreciate and understand the messages delivered here. We will utilise the role of external contributors, who support the ethos of our academy to enhance delivery.
- 1.4 The views of parents /carers will be carefully considered when developing the Sex and Relationship Education (SRE) policy and parents /carers will be invited to comment on the extent to which this policy reflects their wishes and the broader culture of the community served by the academy.

## 2.0 Suggested Audience

**All Staff and Governors**

## 3.0 Related policies

- 3.1 This policy is part of a suite of policies which should also be referred to:
  - PSHE/SEAL Programme of Study
  - Citizenship Programme of Study
  - Child Protection Guidelines
  - Safeguarding and promoting learner welfare policy
  - Anti-bullying policy
  - Equal opportunities for learners

## 4.0 Academy Mission Statement

*Setting standards for success*

## 5.0 Purpose and Rationale

### 5.1 Purpose

The purpose of this policy is to:

- Clarify the legal requirements and responsibilities of the academy

- Clarify the academy's approach to Sex and Relationship Education (SRE) for all staff, learners, governors, parents/carers, external agencies and the wider community
- Give guidance on developing and implementing and monitoring the SRE education programme
- Provide a basis for evaluating the effectiveness of the school SRE programme
- Reinforce the role of the academy in contributing to local and national strategies.

## 5.2 Rationale – Why Sex and Relationship Education?

### a. Legal Requirements

All primary and secondary schools in England and Wales, including academies have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of their policy, which must be available to parents and carers on request.

### b. The needs of young people and the role of schools.

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. Earlier Governments developed a comprehensive strategy to change this situation and SRE for learners in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our approach to SRE is in line with these earlier Governments' strategies and guidance given to schools, for example in an earlier Department for Education's document: DfES 'Sex and Relationship Guidance' 2000.

Earlier guidance (from the DfES) 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The academy has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

**'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.**

**DfES 'Sex and Relationship Guidance', 2000.**

## **6.0 Aims**

6.1 The overall aims of the SRE programme are:

1. To dispel myths
2. To explore a range of attitudes towards SRE issues and to help learners to reach their own informed views and choices for a healthier lifestyle
3. To develop respect and care for others
4. To increase learner's self esteem
5. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with an empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
6. To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

## **7.0 Objectives**

7.1 The objectives of the academy's SRE policy are:

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- to enable learners to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- to enable learners to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers
- to enable learners to develop the ability to form positive, non-exploitative relationships
- to enable learners to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable learners to understand the process of human reproduction
- to emphasise the role and the value of family life
- to enable learners to know what is and what is not legal in matters relating to sexual activity
- to inform learners of where they can go for further information and advice

7.2 Sex and relationship education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff who are experienced and have been specifically trained in this aspect of education. Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others

- 7.3 Sex and Relationship Education will be delivered throughout all Key Stages.

## **8.0 Inclusion**

- 8.1 'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships educations. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

(DfEE SRE Guidance July 2000)

- 8.2 The academy's statement for parents and carers which forms appendix 1, gives greater detail regarding support for specific groups of learners. For example, the need of boys as well as girls, and accommodating ethnic and cultural diversity.

## **9.0 What the Academy will do**

- 9.1 Sex and Relationship Education will be taught as a co-ordinated whole academy programme. Sex and Relationship Education will be an integral part of the academy's curriculum, in addition to the Sex Education elements which are statutory requirements of the National Curriculum for all learners. In Key Stage 2 the main focus will be on preparing learners for puberty and the emotions involved in such a major change. By Year 7 the focus moves to looking at sexuality, relationships, challenging the messages the media gives us, with an aim of preparing learners for adolescence. Throughout the programme, learners 'practice' life skills such as assertiveness, self awareness, decision making and consider all aspects of relationships and what affects them and also provides many opportunities for learners to explore their own and others' attitudes, values and opinions on a variety of issues.
- 9.2 Sex and Relationship Education will be taught as a cross-curricular topic to all learners, mainly through Science, PSHE, SEAL, Citizenship and PE. The subject areas involved will use books, information leaflets and digital media which comply with best practice and conform to all legal guidelines. Visual and verbal presentations will provide factual information. Visiting speakers will sometimes be involved in the lessons. Discussions, where appropriate, will take place to amplify and clarify various aspects, especially those concerning inter-personal relationships and self-esteem.
- 9.3 The Sex and Relationship Education programme will be taught in the context of relationships. In addition, Sex and Relationship Education will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others; at home, the academy, work and in the community.
- 9.4 The academy will provide staff with schemes of work for SRE, including general advice on teaching the lessons and confidentiality. The academy will refer to national guidelines, where available, for example, QCA Guidance for PSHE: Personal well being (2007) will be followed.

## **10.0 Working with Parents and Carers**

- 10.1 As co-educators of their children, the academy will make every effort to ensure that parents and carers are fully informed about the academy's Sex and Relationship Education programme. The academy will make copies of this policy available for inspection (at all reasonable times) by parents / carers of registered learners at the academy and provide a copy, free of charge, to any such parent / carer on request and inform parents / carers of learners currently at the academy about the Sex and Relationship Education arrangements. This policy will also be available to download from the academy's website. See Appendix 1
- 10.2 The academy will enable parents / carers to have the right to withdraw their children from any or all parts of the academy's programme of Sex and Relationship Education **in Years 6 -10**, other than those elements, which are required by the National Curriculum Science Order. Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children. Once a request that a child be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of the Principal to ensure the supervision of withdrawn learners for those lessons. Parents and carers can only withdraw their child from Sex and Relationship Education until the child is 15 years of age. This means that every pupil will receive at least one year of Sex and Relationship Education before their 16<sup>th</sup> birthday.
- 10.3 Give details in the academy prospectus of the content and organisation of the Sex and Relationship Education that the academy provides, including an explanation of how parents / carers who wish to discuss this issue can do so and information about the means of putting into effect the parents' / carers' right of withdrawal. (See Appendix 3)
- 10.4 This policy should be read in conjunction with an earlier government's response to the SRE review (October 2008) and will comply with the legislation that requires all learners will receive SRE from 2010

## **11.0 Staff Development and Support**

- 11.1 Sex and Relationship Education will be led by a small team of specialist staff, who will support class teachers and form tutors in the wider delivery of this important element of pupils' education.
- 11.2 Teaching will be based on an understanding that a variety of interactive and participatory teaching methods will be used to ensure all learners are fully involved. Resources used for teaching sex and relationship education can be viewed on request.
- 11.3 All staff are provided with adequate training and support to help them deliver effective Sex and Relationship Education and respond to situations with consistency and sensitivity taking account of religious, social and cultural issues.

## **12.0 Support from external agencies**

- 12.1 The academy will access support from a wide range of individuals and agencies when planning and teaching SRE. Examples of such practitioners include, but will not be limited to; nurses, general practitioners, health promotion units, LA staff, theatre-in-education teams, youth workers and peer-education teams etc. The involvement of these external agencies can give the learners access to a wealth of experience and expertise, new resources and different approaches to learning. A member of the academy staff will be present at all times when an external contributor is working with learners, especially as some contributors may only visit schools infrequently and may not have Criminal Records Bureau (CRB) clearance.
- 12.2 External contributors will lend expertise and a partnership dimension to the SRE Programme. Input from external contributors and the academy's SRE programme of study will be regularly evaluated by staff.
- 12.3 The academy will also engage in positive sexual health promotion, including national and local events, which are significant for SRE (e.g. World Aids Day, Breast and Testicular Awareness campaigns). There will be signposting and information on health-related services within the academy. Relevant materials will also be available from the Learning Resource Centre.

## **13.0 Learning outcomes**

### **13.1 By the end of Key Stage 1 learners will be able to:**

- recognise and compare the main external parts of the bodies of humans;
- recognise similarities and differences between themselves and others and treat others with sensitivity;
- identify and share their feelings with others;
- recognise safe and unsafe situations;
- identify and be able to talk with someone they trust;
- be aware that their feelings and actions have an impact on others;
- make a friend, talk with them and share feelings; and
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

### **13.2 Learners will know and understand:**

- that animals, including humans, grow and reproduce;
- that humans and animals can produce offspring and these grow into adults;\*
- the basic rules for keeping themselves safe and healthy;
- about safe places to play and safe people to be with;
- the needs of babies and young people. Ways in which they are like and different from others;
- that they have some control over their actions and bodies;
- the names of the main external parts of the body including agreed names for sexual parts; and
- why families are special for caring and sharing.

### **13.3 Learners will have considered:**

- why families are special;
- the similarities and differences between people; and.
- how their feelings and actions have an impact on other people.

### **13.4 By the End of Key Stage 2 learners will be able to:**

- express opinions, for example, about relationships and bullying;
- listen to, and support, others;
- respect other people's viewpoints and beliefs;
- recognise their changing emotions with friends and family and be able to express their feelings positively;
- identify adults that they can trust and who they can ask for help;
- be self-confident in a wide range of new situations, such as seeking new friends;
- form opinions that they can articulate to a variety of audiences;
- recognise their own worth and identify positive things about themselves;
- balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- see things from other people's viewpoints, for example, their parents and their carers;
- discuss moral questions;
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes. For example, in relation to gender; and
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

### **13.5 Pupils will know and understand:**

- that the life process common to humans and other animals include growth and reproduction;
- about the main stages of the human life cycle;
- that safe routines can stop the spread of viruses including HIV;
- about the physical changes that take place during puberty, why they happen and how to manage them;
- the many relationships in which they are involved;
- where individual families and groups can find help;
- how the media impact on forming attitudes;
- about keeping themselves safe when involved with risky activities;
- that their actions have consequences and be able to anticipate the results of them;
- about different forms of bullying people and the feelings of both bullies and victims;
- why being different can provoke bullying and know why this is unacceptable; and
- about, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

### **13.6 Learners will have considered:**

- the diversity of lifestyles;
- others' points of view, including their parents and carers;
- why being different can provoke bullying and why this is unacceptable;
- when it is appropriate to take a risk and when to say no and seek help;
- the diversity of values and customs in the school and in the community;  
and
- the need for trust and love in established relationships.

### **13.7 By the end of Key Stage 3 learners will be able to:**

- manage changing relationships;
- recognise risks around personal safety in sexual behaviour and be able to make safe decisions;
- ask for help;
- explain the relationship between their self-esteem and how they see themselves;
- develop skills of assertiveness in order to resist peer pressure and stereotyping;
- see the complexity of moral, social and cultural issues and be able to form a view of their own;
- develop good interpersonal skills to sustain existing relationships as they grow and change, and to help make new relationships;
- be tolerant of the diversity of personal, social and sexual preferences in relationships;
- develop empathy with the core values of family life in all its variety of forms;
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage; and
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

### **13.8 Learners will know and understand:**

- that fertilisation in humans is the fusion of a male and female cell;
- 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 replication of viruses can affect health;
- how the media influence understanding and attitudes towards sexual health;
- how good relationships can promote mental well-being;
- the law relating to sexual behaviour of young people;
- sources of advice and support; and
- when and where to get help, such as at a genito-urinary medicine clinic.

### **13.9 Learners will have considered:**

- the benefits of sexual behaviour within a committed relationship;
- how they see themselves affects their self-confidence and behaviour;
- the importance of respecting difference in relation to gender and sexuality;
- how it feels to be different and be discriminated against;
- issues such as the cost of early sexual activity;
- the unacceptability of prejudice and homophobic bullying; and
- what rights and responsibility mean in relationships.

### **13.10 By the end of Key Stage 4 learners will be able to:**

- recognise the influences and pressures around sexual behaviour and respond appropriately, and confidently seek professional health advice;
- manage emotions associated with changing relationships with parents and friends;
- see both sides of an argument, and express and justify a personal opinion;
- have the determination to stand up for their beliefs and values;
- make informed choices about the pattern of their lifestyle which promote well-being;
- have the confidence to assert themselves and challenge offending behaviour;
- develop qualities of empathy and the ability to respond emotionally to the range and depth of feelings within close relationships; and
- work co-operatively with a range of people who are different from themselves.

### **13.11 Learners will know and understand:**

- the way in which hormonal control occurs, including the effects of the sex hormones, some medical use of hormones including the control and promotion of fertility;
- the defence mechanisms of the body;
- how gender/sex is determined in human development;
- how HIV and other sexually transmitted infections affect the body;
- the link between eating disorders, self-image and sexual identity;
- the risks of early sexual activity and the link with the use of alcohol;
- how the different forms of contraception work and where to get advice;
- the role of statutory and voluntary organisations;
- the law in relation to sexual activity for young people and adults;
- how their own identity is influenced by both their personal values and those of their family and society;
- how to respond appropriately within a range of social relationships;
- how to access the statutory and voluntary agencies which support relationships in crisis;
- the qualities of good parenting and its value to family life;
- the benefits of marriage or a stable partnership in bringing up children; and
- the way different forms of relationship, including marriage depend for their success on maturity and commitment.

### **13.12 Learners will have considered:**

- their developing sense of sexual identity and feel comfortable with it;
- how personal, family and social values influence behaviour;
- the arguments around moral issues such as abortion: contraception and the age of consent;
- the individual contributions made by partners in a sustained relationship and how these can be of joy and benefit to both; and
- the consequences of close relationships including children and how this will create family ties which impact on their lives and those of others.

### **13.13 Post-16 provision**

A programme of pastoral support and guidance will be an important element of the post-16 curriculum for all students, building on the earlier work in KS 3 and 4. This programme will reflect students' earlier work and build on this to more fully support them in their increasingly diverse and independent lifestyles and careers. The academy will make extensive use of the Careers Education Information, Advice and Guidance (CEIAG) programme, which will form a common element for all SPTA's post-16 students.

## **14.0 Assessment, Recording and Reporting**

14.1 Learners' work and progress will be assessed in line with the academy policy on Assessment Recording and Reporting. Assessment of SRE will:

- be planned from the beginning as an integral part of teaching and learning;
- provide regular opportunities for learners to give and receive feedback on their progress and achievements, helping them to identify what they should do next;
- involve learners in discussion about learning objectives and desired outcomes;
- include learners as partners in the assessment process e.g. through self-assessment and peer-assessment;
- enable learners to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes; and
- reflect the principles of inclusion and the range of learners' learning styles enabling all learners to demonstrate their achievement.

14.2 The academy will set out clearly what it is proposed learners should have learned by the end of each key stage and implement effective SRE assessment processes to improve learning and monitor changes in attitudes.

## 15.0 Monitoring and Review

- 15.1 The delivery of Sex and Relationship Education will be monitored by the **Director: Specialisms and Pupil Voice** in collaboration with the Sex and Relationship Education Co-ordinator. Schemes of work will be reviewed and updated as appropriate on a yearly basis after consultation with staff who teach this important subject.
- 15.2 This policy and its implementation will be reviewed by the designated Assistant Principal and by Governors every year.

## 16.0 Approval by the Local Governing Body and Review Date

- 16.1 This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting

Policy approved:

\_\_\_\_\_

Chair of Local Governing Body

Date:

\_\_\_\_\_

Review date:

\_\_\_\_\_

**End of policy statement**

## Appendix 1 – Information for Parents and Carers

We will share responsibility for the education of our learners, with parents and carers, who will be regularly informed and involved through newsletters, awareness raising evenings and individual discussions when appropriate.

Parents and carers have a legal right to withdraw their children from dedicated 'sex education' lessons up to the age of 16. At 16, students have an entitlement to SRE education, irrespective of their parents' wishes. However, we would encourage parents/carers to discuss this fully with the PSHE/SEAL Co-ordinator if concerned. They do not have a right to withdraw their children from those aspects of SRE that are taught in Science, as part of the National Curriculum and where SRE issues arise incidentally in other subject areas.

### WHAT IS SEX AND RELATIONSHIP EDUCATION?

The term *Sex and Relationship Education* – SRE – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the national guidance SRE 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'

*DfEE 'Sex and Relationship Guidance', 2000*

The guidance suggests that SRE should have three main elements as follows:

#### 1. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

#### 2. 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.
- Developing critical thinking as part of decision making.

#### 3. 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 of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

## **MORALS AND VALUES FRAMEWORK**

Our approach to SRE will be conducted within a morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that learners have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The academy's approach to SRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

## **INCLUSION**

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all learners understand their physical and emotional development and enable them to make positive decisions in their lives'.

### **DfEE SRE Guidance July 2000**

Young people may have varying needs regarding SRE, depending of their circumstances and background. The academy strongly believes that all learners should have access to SRE that is relevant to their particular needs. To achieve this, the academy's approach to SRE will take account of:

**The needs of boys as well as girls.** Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to SRE. The school will consult learners and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds.** We recognise that our learners may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality.** On average, about 5% of our learners will go on to define themselves as gay, lesbian or bi-sexual (GLB). Learners may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our learners will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB learners. We shall actively tackle homophobic bullying.

**Special educational needs.** We shall take account of the fact that some learners may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

**Teaching programme for Sex and Relationship Education.** We intend that all learners shall experience a programme of sex and relationship education at a level which is appropriate for their age and physical development. With adaptations for those whose cognitive development is particularly slow.

**Learners who use alternative methods of communication.** Some learners have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. Academy staff will adapt their teaching of sex and relationship education to ensure that these learners have equal access.

**Learners with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

**Contraceptive advice to older learners.** Learners will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the learner's ability to understand. If learners need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

## A 'WHOLE SCHOOL' APPROACH

The academy will ensure that SRE actively involves the whole school community. All groups who make up the academy community have rights and responsibilities regarding SRE.

In particular:

**The senior management team (SMT)** will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

**The designated SRE co-ordinator** will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet learner's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff.** All teachers are involved in the school's SRE provision. Some teach SRE through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to learners. Any teacher can be approached by a learner who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the academy's approach to SRE and aided in their work by provision of resources, background information, support and advice from experience members of staff and access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with learners. They will have access to information about the SRE programme and supported in their pastoral role.

**Governors** have responsibilities for academy policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

**Parents/carers** have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 8.2 above). The school will seek and take account of parent/carer views and endeavour to adopt a partnership/education workshops or parents/carers. The academy's approach to SRE will encourage dialogue between parents/carers and their children.

**The academy nurse** can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for learners and resources. The academy will work in ongoing consultation and partnership with the nurse.

**Outside agencies and speakers** may be involved in inputting to SRE lessons and as points of referral as support services for learners. The school will only work with agencies and speakers who are appropriate to learner needs and who share the ethos of the academy. We shall work in partnership with them and jointly plan their work. The academy will also promote relevant helping agencies that learners can access.

**Learners** have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

### **The academy's approach to SRE consists of:**

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHE programme.
3. Pastoral support for learners who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters.

### **Answering learner's questions**

The academy believes that learners should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a learner may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with learners and by taking an approach that encourages learners to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and learners research the answer to the question later. If a question is too personal teachers will remind learners about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a learner is at risk of sexual abuse they will follow the school's child protection procedures.

### **Monitoring, evaluation and assessment**

The programme is regularly evaluated by an Assistant Principal and the SRE co-ordinator. The views of learners and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and learners' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

## **PASTORAL SUPPORT FOR LEARNERS WHO EXPERIENCE DIFFICULTIES**

### **The nature of support available to learners**

The academy takes its role in the promotion of learner welfare seriously. Staff will endeavour to make themselves approachable and to provide caring and sensitive pastoral support for learners in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/pastoral system. They offer a 'listening ear' and, where appropriate, information and advice. The school nurse offers a health and support service to learners. Where appropriate, learners are referred to the school nurse and/or outside helping agencies. The academy will keep you up to date about the development of local services and national help lines for young people promote their existence to learners and endeavour to form working relationships with local agencies that are relevant to learner needs.

### **Confidentiality and informing parents/carers**

We are aware that some parents and carers find it hard to cope with their children's sexual development, and are happy for the academy to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the academy prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by inviting parents and carers to discuss sex and relationships education when their child enters the academy and when their child moves up from the primary to the secondary department
- by discussing and agreeing a consistent approach for learners to be used at home and academy
- by including sex and relationships education in the Home/ Academy Partnership Agreement
- by inviting parents/carers to a meeting where resources are available, and their use explained.

Academy staff cannot promise absolute confidentiality if approached by a learner for help. Staff must make this clear to learners. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a learner to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the learner may be experiencing.
- The learner's age, maturity and competence to make their own decisions.

Where it is clear that a learner would benefit from the involvement of a third party, staff should seek the consent of the learner to do so. If appropriate, staff might inform the third party together with the learner. Unless clearly inappropriate, learners will always be encouraged to talk to their parent/carer.

### **DEALING WITH BULLYING**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The academy takes the issue of bullying very seriously in line with Learner Support Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the academy's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Learners will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to learners who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

From 2004, all schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school anti-bullying policy.

End of parent/carer information

## **Appendix 2 - Confidentiality in Sex and Relationship Education Lessons**

There is a detailed Academy Confidentiality policy available. All lessons will make use of the guidance given documents such as DfEE's Sex and Relationship Education guidance 2000. (Section 4, pp21: Teaching Strategies)

### **1.1 Confidentiality on the classroom**

The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for Sex and Relationships Education lessons should be negotiated with learners well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

### **1.2 General advice to staff**

Disclosures may take place at an inappropriate place or time. If this happens, the member of staff should talk again with the learner before the end of the Academy day. The member of staff should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the learner.

Staff do not have to break a confidence, if in their professional judgement, it is in the best interests of the learner. They are not legally bound to inform parents, or the Principal of any disclosure, unless the Principal has asked them to do so. Staff should only break confidentiality if they believe that a learner is at risk of physical or sexual abuse. In such cases, the member of staff responsible for Child Protection issues (the Academy's Designated Senior Person DSP (Vice Principal (Primary)), or Deputy DSP (Director SENCO 3-19)) should be contacted and the Academy's procedures followed.

In the rare circumstances that confidentiality is broken, the learner should be informed first of why and how confidentiality was broken and then supported through the ensuing process. Learners should not be asked to repeat a distressing disclosure to several people unnecessarily

If a young person discloses a sexual activity, a member of staff can:

- check it is a consenting relationship and, if there is any possibility of abuse, follow the academy's Child Protection guidelines;
- encourage and support the young person to talk with their parents/carers;
- give information on contraceptive methods and local services and refer them to a health professional for confidential advice;
- make an appointment and / or accompany them if necessary;
- reassure them that if any confidentiality is broken, the young person will be informed first; and
- maintain confidentiality, if it is in the best interests of the learner.

## Appendix 3 - Withdrawal from Sex and Relationship Education Lessons

(OTHER THAN NATIONAL CURRICULUM SCIENCE)

NAME OF LEARNER:

TUTOR GROUP:

HOUSE:

DATE OF PARENT'S / CARER'S REQUEST FOR WITHDRAWAL:

SUBJECTS INVOLVED:

ANY SPECIAL COMMENTS BY PARENTS / CARERS TO BE MADE KNOWN TO TEACHING STAFF (N.B. PARENTS / CARERS DO NOT NEED TO STATE THEIR REASONS FOR WITHDRAWAL):

---

---

---

SIGNATURE OF PARENT / CARER: \_\_\_\_\_

Date: : \_\_\_\_\_

SIGNATURE OF INTERVIEWER: \_\_\_\_\_

Date: \_\_\_\_\_

SUBJECTS AFFECTED WITH TIMES:

Subject	Times:

**COPY TO PRINCIPAL AND LEARNER FILE**