



Sex and Relationships Education Policy

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1. Introduction

- 1.1 Sex Education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of, and responsible for, their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes that allow learners to manage their relationships in a responsible and healthy manner
- 1.2 Sexuality is an integral and fundamental part of human development, the understanding of which enables one to develop a capacity to love and to share interpersonal relationships. Sex education in this Academy is an on-going progressive and continuous process in which most curriculum subjects, themes and dimensions play a part

2. What does the law say?

2.1 Section 241 of the Education Act 1993:

- Governors of secondary Schools/Academies must provide sex education (including education about HIV/AIDS and other sexually transmitted diseases) to all registered learners
- Governors of all Schools/Academies – primary, secondary and special – must have a written and up to date policy explaining how and where sex education will be taught. They must make that policy available to parents
- Programmes of study for National Curriculum Science MUST NOT include AIDS and HIV, any sexually transmitted disease or aspects of sexual behaviour other than biological aspects

- All parents/carers have an absolute right to withdraw their children from all or part of a sex education program except for lessons taught as part of the statutory National Curriculum

2.2 Section 46 of the Education Act (No 2) 1986:

Requires the LEA, Governing body and Principal to 'take such steps as are reasonably practicable to secure that where sex education is given to any registered learner at the Academy it is in such a manner as to encourage those learners to have due regard to moral considerations and the value of family life'

2.3 Section 1 (2) of the Education Reform Act 1988:

Requires Schools/Academies to offer a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of learners at the Academy and of society
- Prepares such learners for the opportunities, responsibilities and experiences of adult life

2.4 The Education (Schools Information) Regulations 1993:

Require Schools/Academies to publish in their prospectus a summary of the content and organisation of any sex education they provide

3. Sex Education and its place in the Academy

3.1 Aims:

- to help learners to discuss problems within the security of a group
- to encourage self-respect and respect for others, both physically and mentally
- to help learners make informed choices and to challenge prejudice
- to raise awareness in individuals about their responsibility for their personal safety and that of others
- to enable the development of self-esteem, personal confidence and interpersonal skills

3.2 Morals and Values Framework Statement:

Children and young people need opportunities to clarify attitudes and values and consider how they are affected by them. We will aim to help them develop a moral code in which they are clear about what they believe and have a respect for, and interest in, the beliefs of others. Values influence decision-making. Consideration of their own and other's value systems will include an acceptance and exploration of difference. It also includes an understanding of the wider value systems such as those represented by the law and by religion. Young people also need to understand that sexual intimacy involves strong emotional feelings and should involve a sense of respect for one's own and others' feelings, decisions, rights and bodies. We intend to place sexual relationships in context alongside other types of human relationships such as friendship, parenthood and other family relationships. Sex and relationships education in the Academy should empower young people to be positive about themselves. It should provide messages that value the individual as unique as well as acknowledging the diversity in society

3.3 RE/PSHE and Citizenship Policy Statement:

The curriculum area aims to provide equal opportunities for learners within a broad, balanced RE/PSHE and Citizenship curriculum, which does not discriminate against learners because of gender. Schemes of Work at KS3 & KS4 cover areas such as values and morality, social harmony and marriage and family life

3.4 To Achieve These Aims This Programme Will Be:

- in line with our Academy Vision Statement and our equal opportunities policy
- planned in close consultation with Academy health advisors
- delivered to all learners, in mixed ability teaching groups, over a period of five years
- delivered through the Science curriculum where aspects are contained in the National Curriculum
- delivered by a trained team of teachers with support from 'experts' both internal and external
- supported by appropriate and relevant on-going training and guidance for all teachers involved in its delivery
- reviewed and monitored to ensure that we are providing a quality service/along with the whole Academy guidance programme
- sex and relationships education will be monitored by the PSHE coordinator and link Leadership Team member as part of our self-evaluation process
- run in line with locally agreed SRE policy as instigated by the area SRE Co-ordinator

3.5 Resources:

Resources will include dvds, information technology, photocopiable materials and relevant text books. These will be available for parents/carers to view.

3.6 Parental Right of Withdrawal:

- i. A summary of this policy will be contained in the Prospectus, making explicit parental/carer right of withdrawal
- ii. As indicated in the 1993 Education Act, all parents/carers have the right to withdraw their child from part, or all of, the Sex Education Programme, except those aspects contained within the National Curriculum
- iii. To exercise this right, parents/carers are requested to contact the Academy by letter and to arrange an appointment with the Head of Year to discuss their concerns

3.7 Sex Education Guidance to All Staff:

Our Academy will have due regard to our Vision Statement and our equal opportunities policy. Within the context of our Sex Education Policy, we trust our appointed members of staff to exercise their professional judgement when communicating with learners, and we recognise the learners' right to information. We also recognise parental concerns and the Leadership Team will support any staff who experience any difficulties in this area

3.8 Specific Guidance

Within the classroom context:

- a teacher should establish ground rules for sex education/guidance lessons

- a teacher has the right to answer any question raised
- a teacher has the right to refuse to answer any question raised, but we would expect an alternative response to be offered to the young person - eg. time, place, person or resource
- a teacher has the right to share examples of personal experiences, or not, as he/she chooses
- a teacher must endeavour to present information in an unbiased manner
- a teacher may seek, and expect to receive, advice or support from colleagues, particularly the Leadership Team
- Learner feedback will be sort at the end of each process to inform further teaching and learning around SRE
- SRE Schemes of work and resources are to be found in staff area of learning portal

3.9 Dissemination of this policy:

This policy will be disseminated to teachers, other staff, learners and parents/carers through meetings, newsletters and other informal processes.

3.10 Training for staff:

This will be ongoing, particularly to those colleagues who make up the sex and relationships education team.