



SEX AND RELATIONSHIP EDUCATION POLICY

Introduction

The aim of this Policy is to communicate the context and manner in which sex and relationships education (SRE) will be delivered across the David Ross Education Trust (the Trust).

Parents and carers have the right to withdraw their child from sex education if they so desire. In these circumstances, alternative arrangements for the student will be made. Such a withdrawal is not permitted from sex education which forms part of the National Curriculum (Section 405 Education Act 1996). Please refer to the science curriculum set out on page 4.

The overall aims are to support the personal, moral and social development of all students ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on the values of the mission statement. These values are:

- Equality
- Rights
- Responsibilities
- Respect
- High standards
- Care

Documents/Publications consulted:

- PSHE Guidance QCA
- Citizenship Guidance QCA
- Ofsted Guidance for Inspection – PSHE/Citizenship
- National Healthy Schools Standard – SRE requirements – Getting Started

Overview

Sex and relationship education is defined as 'Lifelong learning about physical, moral and emotional development. It is about 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 sexual health.' It is about understanding but 'not promoting sexual orientation.' The DFE document identifies the three main elements to be included as 'attitudes and values, personal and social skills, and knowledge and understanding'.

There should be a whole academy involvement and the whole curriculum should convey values and morality to help in the growth of the students by providing young people with the knowledge to make informed life decisions through:

- Improving knowledge and understanding of, and responsible practice in SRE issues
- Promotion of competent decision making
- Promotion of independence and autonomy



Teaching Objectives

Sex and relationship education is part of the personal, social, moral and health education curriculum in all Trust academies. While the Trust uses sex education to inform students about sexual issues, it is done with regard to matters of morality and individuality, and in a way which encourages students to ask and explore moral questions.

The aim is to:

- provide a broad and balanced SRE programme which allows access for all including children with special educational needs
- recognise the SRE is part of the Healthy School Standard
- recognise the aims and objectives of SRE and reflect them across the curriculum
- support the programme and raise students' awareness in how they relate in different contexts
- identify levels of knowledge and understanding in order to tailor the programme to the students' individual needs
- engender growth in self-respect, self-worth, self-esteem
- explore the value and meaning of life and give appreciation of the values of a family life
- give recognition to the varying nature of the family in today's society
- enable students to have some understanding that love is central to and the basis of meaningful relationships
- encourage students to reflect on their own relationships and recognise the qualities that help relationships to grow and develop positively
- have some understanding of and to give sensitive consideration to the beliefs, values and culture of others
- provide a forum where students can share their concerns and to offer a climate of support where they know they will be listened to sensitively
- understand the process of human procreation
- inform and to correct misinformation on all matters relating to sexual health
- help with the careful consideration of family planning
- enable students to recognise the importance of the choices they have in relation to their various relationships
- enable students to understand their responsibilities in making decisions and in taking actions, and the effects of these in themselves and those around them
- help resist peer, social and media pressures when necessary
- help students develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality
- give students the opportunity to recognise how abuses can affect relationships
- teach in ways which give compassionate consideration to same gender relationships
- know where and from whom specialist knowledge is available on all SRE matters



Learning Objectives

The principles underlying the content of SRE at the Trust's academies are:

- We are made to love and be loved
- What we say with our bodies should reflect what we mean in our hearts and minds
- Mature sexuality involves openness and commitment to others

The content of sex education curriculum is underpinned by the following recurring themes:

- Love
- Knowledge of the human body
- Human growth and development
- Decision making
- Sexual identity
- Consequences and commitment
- Parenting/families/life cycle
- Beliefs and values
- Self esteem
- Safety and child protection
- Personal and social skills
- Health

Personal and social skills

- Learn to manage emotions and changes in relationships confidently and sensitively
- Develop self-respect and respect for others
- Develop a positive self-image
- Learn to make choices based on an understanding of differences and with an absence of prejudice
- Learn to manage conflict
- Learn to recognise and avoid exploitation and abuse
- Be aware of external influences and pressures and develop negotiating and assertiveness skills
- Learn to take responsibility for your own sexual health and that of others
- Take responsibility for the consequences of one's actions in relation to sexual activity, relationships and parenthood, personal health, well-being and safety
- To be able to discuss moral issues giving consideration to attitudes, values, beliefs and morality

Knowledge and understanding

- The teaching on sexuality, relationships, conception, contraception, abortion, marriage, euthanasia, homosexuality, parenting and medical ethical issues such as stem-cell research and genetic engineering
- Exploring, considering and understanding moral dilemmas
- Physical and emotional development at appropriate stages



- Human sexuality, reproduction, sexual health, emotional health
- Different relationships
- Different lifestyles and their effects on society
- Different methods of family planning, safer sex and access to national and local services
- The arguments for delaying sexual activity and resisting pressure
- The issue of peer/media pressure and other risk taking behaviours such as taking drugs or drinking alcohol
- STI's – their transmission, symptoms, treatment and consequences
- The law and how it relates to sexual relationships

The science curriculum provides the following:

Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce
- Recognition and comparison of the main external parts of the bodies of humans and other animals
- Humans and other animals can produce offspring and that these offspring grow into adults
- Recognition of similarities and differences between themselves and others, and how to treat others with sensitivity

Key Stage 2

- Life processes common to humans and other animals include nutrition, movement, growth and reproduction
- Life processes common to plants include growth, nutrition and reproduction
- Links between life processes in familiar animals and plants and the environments in which they are found
- About the parts of the flower [for example, stigma, stamen, petal, sepal] and their role in the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.

Key Stage 3

- Fertilization in humans
- Physical and emotional changes during adolescences
- The human reproductive system
- The menstrual cycle
- Development of the foetus in the uterus
- Growth and reproduction of bacteria/replication of viruses and how this can affect health

Key Stage 4

- Hormonal control including sex hormones
- Medical uses of hormones including the control and promotion of fertility
- Effects of drugs on the body
- Effects of alcohol on the body



- Genetics including the determination of gender
- Basic genetic engineering in relation to disease

The religious education curriculum provides the following:

Key Stage 1

- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- Reflect on how spiritual and moral values relate to their own behaviour
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community

Key Stage 2

- Begin to understand religious and other responses to ultimate and ethical questions
- Reflect on what it means to belong to a faith community, communicating their own and others' responses
- Reflect on ideas of right and wrong and their own and others' responses to them
- Reflect on sources of inspiration in their own and others' lives.

Key Stage 3

- Respect of differences between people
- The role and importance of marriage in family relationships
- Social and moral dilemmas and choices

Key Stage 4

- Sense of identity
- Marriage – contemporary and moral issues, marriage and care
- Multi-faith views on contraception, abortion
- Prejudice
- Reconciliation
- Responsible parenthood
- Contraception

Assessment

- Students' work should be assessed by teaching staff in line with work in other subjects, reflecting the students' ability to understand, express opinions, their effort and participation
- Students should be aware of the criteria being assessed and be given an opportunity to review and assess their own work and where appropriate, that of others

Organisation

Sex education will be monitored and reviewed by the senior leadership team in consultation with relevant staff and governors responsible for the SRE. The programme should be reviewed annually and changes notified to the appropriate agencies.



Delivery is through:

- Planned aspects itemised within the schemes of work for (but not exclusively) RE, Science and PSHE programme. Personal, social and health education is the responsibility of all within the academy. It forms some part of the planned curriculum for every year group.
- Unplanned aspects which address moral and ethical issues arising in other subjects. Within this category, as long as any discussion takes place on the context of the subject, it will not be deemed to be a part of the academy's programme of sex education and therefore not subject to the right of parental withdrawal. They should however be highlighted to the students as supporting the sex education programme.
- Resources which are subject to scrutiny for their suitability for the age, stage, faith and cultural background. This is to be done by the persons responsible for the programme.

Teaching will be:

- By the variety of methods and approaches relevant to the materials and learning outcomes, at the relevant time and level to meet the students' individual needs
- By trained and confident staff and representatives from outside agencies.
- Through a wide range of appropriate resources available to staff and open for inspection by parents and carers on request
- Specialists from the Health Service or similar will be encouraged to enhance the programme, but all materials being used will be discussed before delivery, with this policy in mind
- Preparation and/or follow up from sessions delivered by outside agencies will be undertaken by the academy staff

Confidentiality

- Staff are not in a position to promise confidentiality but they are not obliged to inform parents and carers if they suspect or have evidence of unlawful sexual activity or inappropriate sexual behaviours
- Staff are directed to act in accordance with the Child Protection Policy.
- Students will be advised in all instances to confide in their parents and carers and made aware that some disclosures must be reported in order to protect them. Any decision by a member of staff about informing parents and carers must be made in consultation with the Principal who will take advice if necessary.

Staff who either know or suspect any form of abuse (sexual, physical, mental, substances etc.) MUST inform the Head teacher/Principal immediately.



Complaints

Any complaints about the sex and relationship education programme should be made in accordance with the Complaints Policy

Parental Partnership

- The sex education policy will be made available to parents and carers when their child enters the academy
- Parents have the right to withdraw their child(ren) from all or part of the planned programme
- Parents and carers wishing to exercise that right are asked to make an appointment with a member of staff to discuss the issues but are under no obligation to do so
- Once a student has been withdrawn from one aspect of the programme they may not take part in any further sessions without written parental approval

Academy Staff

- Staff will be consulted in respect of their training needs: These include:
 - Establishing ground rules with their students
 - Using distancing techniques
 - Knowing how to deal with unexpected questions or comments from students
 - Using discussion and flexible learning methods and appropriate materials
 - Encouraging reflection
- Staff will not give personal advice or counselling on sexual or relationship matters. If a question is considered to be personal, the student will be referred to the School Counsellor/ School Nurse or other nominated member of staff.
- Staff will not give family planning advice to students
- The School Counsellor will be aware of and expected to operate within the content of this policy

Accountability

Academy Principals hold delegated responsibility for discharging the sound application of all Trust policies.

In accordance with the Trusts terms of reference, the Chief Executive Officer has delegated responsibility for direct line management of Academy Principals and day to day oversight of the Local Governing Body of each Academy.

Therefore, should the subject of the application of this policy be the Academy Principal, the CEO will be responsible for discharging the relevant policy.

Academy Principals should inform the CEO of all matters relating to serious breaches of this policy including any major incident to be addressed under this policy promptly, preferably prior to action being taken insofar as is reasonably practicable.



David Ross Education Trust
Broadening Horizons

Policy Status

This policy does not form part of any employee's contract of employment.

The Trust may alter or adapt this Policy, and any components of it, at any time provided it notifies the Chairs of the Local Governing Bodies