

St Anne's Academy

Sex and Relationships Education Policy

Reviewed and approved by	Endorsed by (if appropriate)	Date of next review
Standards Committee on 15 November 2012	Governing Body on 4 December 2012	Autumn 2016

Sex and Relationship Education Policy

Introduction

The mission and philosophy of the Academy is:

- To be an inspirational community for lifelong learning, underpinned by Christian faith, values, principles and ethos
- To be an inclusive centre of learning
- To recognise the unique value and individuality of every person and to provide personalised learning routes, coaching and support for everyone
- To model high expectations
- To assist and support the regeneration and transformation of the local community.

This policy, and its associated procedures and protocols, is based on these key principles.

All references in this document to the Local Authority/School means the Governing Body of St Anne's Academy.



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1 Definition

- 1.1 According to the Sex and Relationship Education 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'.

2 Legal/ National Requirements

- 2.1 National Curriculum Science – Sex Education (statutory)

The formal SRE elements of the National Curriculum Science Orders across all key stages are mandatory for all students of primary and secondary age and cover the biological aspects of SRE (see Section 7: Implementation)

- 2.2 National Curriculum PSHE – Sex and Relationship Education (non-statutory)

It is widely recognised that Sex Education should be more than solely Science if it is to meet children's needs. The National Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in SRE to support students through their physical, emotional and moral development.

- 2.2.1 This includes:

- 2.2.1.1 being taught to respect their own bodies
- 2.2.1.2 their responsibilities to others, and being aware of the consequence of sexual activity
- 2.2.1.3 building positive relationships with others involving trust and respect
- 2.2.1.4 the importance of committed long term and loving relationships, including marriage
- 2.2.1.5 the importance of self control, including managing risk
- 2.2.1.6 hygiene issues
- 2.2.1.7 cultural difference and diversity in relation to aspects of SRE.

- 2.3 All these are covered in the KS3 'Growing up and Moving On' scheme of work and KS4 SRE lessons.

- 2.4 In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

2.4.1 'All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. It is the school governing body's responsibility in consultation with the Principal, to ensure that the policy is developed and made available to parents for inspection.

2.4.2 All maintained secondary schools in England and Wales must provide SRE which includes (as a minimum) education about HIV and AIDS and other sexually transmitted infections'.

- 2.5 All parents have the 'right to withdraw' their children from all or part of the Academy's SRE programme except the formal SRE elements found in the statutory National Curriculum Science (see Section 7: Implementation).

2.6 Additional relevant legislation: The Equality Act (Sexual Orientation) Regulations 2007, including Provision of Goods and Services to Lesbian and Gay Men /Young People.

2.6.1 The teaching in SRE should meet the needs of all young people whatever their developing sexuality or family circumstances. Schools should adhere to this guidance dealing sensitively and appropriately with issues around sexuality.

2.6.2 For more information see:
www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007/guidanceforschools/

2.7 All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality.

2.8 OFSTED

2.8.1 Under Section 10 of the Schools Inspections Act 1996, OFSTED is statutorily required to evaluate the spiritual, moral, social and cultural development of students at any school they inspect and this also may include evaluating and commenting on a school's Sex and Relationship Education Policy.

3 Academy Background

3.1 The Academy serves a varied community. The majority of students are of White British Heritage although there are a growing number of students who do not speak English at home. The proportion of students with is above average. The Academy is in the highest quintile for SEN and/or disabilities, the deprivation indicator and FSM.

3.2 Issues specific to our Community:
As a Christian community we promote the family and Christian values.

3.3 Issues specific to the wider area:
Sexual Exploitation

4 Mission Statement

4.1 The SRE curriculum will reflect the values of our school and PSHCE programme and will be taught in the context of relationships. In addition, SRE 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, school, work and in the community.

4.2 Every student should receive their full entitlement to SRE* regardless of their gender, race, ethnicity, faith or sexual orientation
(*see 'right to withdraw' in Section 2: Legal Requirements)



- 4.3 The aim of the SRE curriculum is to educate students by providing factual information that empowers them to make informed choices about their health and wellbeing whilst preparing them for life outside school. Schemes of work are designed to be interactive and engaging.
- 4.4 We aim to work in partnership with parents and staff to encourage a culture of openness, and with other agencies to ensure that children receive up to date, accurate, and factual and age appropriate information.
- 4.5 We believe that SRE, as part of our comprehensive PSHCE curriculum, has a vital role to play in:
 - 4.5.1 promoting the emotional health and wellbeing of all our students
 - 4.5.2 fostering respect for self and others and therefore contributing to the wider community
 - 4.5.3 encouraging children to take responsibility for their personal safety
 - 4.5.4 normalising the physical and emotional changes which occur at puberty
 - 4.5.5 encouraging children to seek support if they are feeling unhappy
 - 4.5.6 teaching about healthy relationships.

5 Aims and Objectives

5.1 Aim:

Contributing to the foundation of PSHCE, the school's SRE programme aims to: 'inform children and young people about relationships, emotions, sex, sexuality and sexual health' and should 'enable them to develop personal and social skills and a positive attitude to sexual health and well-being'.

5.2 Objectives:

The school's SRE programme will:

- 5.2.1 provide information which is relevant and appropriate to the age and maturity of the students
- 5.2.2 include the on-going development of communication and social skills
- 5.2.3 encourage the exploration and clarification of values and the development of positive attitudes.

6 Policy, Leadership and Management

- 6.1 Governors, in consultation with the Principal, have a statutory responsibility for SRE in the Academy. The Governing Body, together with the staff responsible for SRE, will involve as appropriate parents, students, staff, health professionals and other agencies to ensure that the Academy's SRE programme addresses the needs of the community, education, health priorities and the needs of the students themselves.

7 Implementation

7.1 Curriculum

The minimum statutory requirement for SRE is that schools must deliver the National Curriculum for Science to all children within school:

7.1.1

NATIONAL CURRICULUM SCIENCE

Key Stage 3

- That fertilisation in humans ... is the fusion of a male and a female cell
- About 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 the replication of viruses can affect health

Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormones
- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

7.1.2 A planned and co-ordinated approach to PSHCE provides an appropriate framework for SRE to take place providing students with a consistent message.

7.1.3 We will deliver KS3 'Growing up and Moving on' curriculum, based on the Manchester Healthy Schools curriculum. This covers the following topics:

7.2 KS3

7.2.1 Year 7

- 7.2.1.1 Personal Identity, Self Esteem and Confidence
- 7.2.1.2 Friendships and relationships
- 7.2.1.3 Growing Up
- 7.2.1.4 Body Changes/Stages of Reproduction
- 7.2.1.5 Getting Help
- 7.2.1.6 Staying Safe

7.2.2 Year 8

- 7.2.2.1 Impact of media on self esteem
- 7.2.2.2 Crushes, boyfriends and girlfriends
- 7.2.2.3 Sexual Orientation
- 7.2.2.4 Sex and the Law
- 7.2.2.5 Saying No

7.2.3 Year 9

- 7.2.3.1 Refusal skills
- 7.2.3.2 Contraception
- 7.2.3.3 Condoms
- 7.2.3.4 STIs
- 7.2.3.5 Pregnancy
- 7.2.3.6 Child Exploitation

7.3 KS4

- 7.3.1 At Key Stage 4 SRE lessons will build on the topics covered at KS3.

7.4 Dealing with difficult topics

- 7.4.1 Sex and Relationship Education can sometimes raise difficult questions and staff teaching SRE need to respond appropriately to questions raised by students (see advice to students below). Any member of staff who does not feel comfortable answering a sensitive question can seek advice from the SRE Coordinator.

- 7.4.2 Examples of such issues for schools are as follows:

- 7.4.2.1 Masturbation /wet dreams
- 7.4.2.2 Teenage pregnancy
- 7.4.2.3 Contraception
- 7.4.2.4 Emergency contraception/ termination (Abortion)
- 7.4.2.5 Lesbian, gay, bisexual and transgender sexuality
- 7.4.2.6 Arranged marriages
- 7.4.2.7 Domestic violence/ rape and sexual abuse

- 7.4.3 Teachers of SRE in our academy are aware of cultural sensitivities when dealing with some of these issues, and will follow the guidance in 7.3.1 above.

7.5 Advice to Students

- 7.5.1 Ground rules will need to be established by the teacher at the start of a block of SRE lessons for every year group. These rules prevent inappropriate personal information being requested or disclosed by those taking part in the lesson.
- 7.5.2 SRE teachers are expected to follow safeguarding procedures if a question or enquiry brings up any safeguarding issues.



7.6 Confidentiality

7.6.1 Where circumstances are such that the teacher is led to believe that any student has embarked upon or is contemplating a course of conduct which is likely to place them at moral or physical risk or in breach of the law the teacher has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice. The teacher has a responsibility to inform the designated Child Protection Officer in such cases.

7.7 Use of Visitors

7.7.1 Health professionals who are involved in delivering programmes are expected to work within this SRE Policy and under the instruction of the Principal. However when they are in their professional role such as the school nurse in consultation with an individual student they should follow their own professional codes of conduct (this is the case irrespective of who is paying them).

7.8 Working with Parents

7.8.1 Awareness session can be offered to parents.

7.8.2 Any awareness session delivered will cover the content of the curriculum and the right of the parent to withdraw their child.

7.8.3 If any parent wants to withdraw a student from SRE lessons they must put their request in writing to the Principal prior to the start of the block of lessons.

7.8.4 Alternative appropriate work for students withdrawn from SRE lessons will be provided.

7.9 Dealing with the Media

7.9.1 In dealing with the media, in the first instance staff should refer enquiries from the press to the Principal.