



Policy	Sex and Relationships Education
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1. Introduction

The Eastern Multi-Academy Trust's ("the Trust") Sex and Relationship Education Policy has been developed in accordance with the current requirements of the law, and takes into account the Children's Acts of 1989 and 2004, the Education Acts of 1993 and 2002, the National Teenage Pregnancy Strategy and National Healthy Schools Programme and the DfE "Sex and Relationship Education Guidance" (2000).

2. Definition of Sex and Relationships Education

Sex and Relationships Education (SRE) is an educational entitlement for all young people. It is lifelong learning about physical, moral and emotional development, and about sex, sexuality and sexual health. SRE aims to support young people in managing puberty and adolescence and to prepare them for adult life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Principles and Values

The Trust believes that SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all young people
- encourage every student to contribute to make our community a better place to live, and aims to support each individual as they grow and learn.
- be set within this wider academy context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

4. Sex and Relationship Education at the Trust has three main elements:

4.1 Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, stable and loving relationships, and marriage □ Learning about 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
- Challenging myths, misconceptions and false assumptions about normal behaviour.

4.2 Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

4.3 Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, and support services
- The avoidance of unplanned pregnancy and the issues relating to teenage pregnancy.

5. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the physical benefits of having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships.

6. Organisation and Content of SRE

6.1 The Trust specifically delivers SRE through its PSHE Programme, RE and Science lessons through to KS4.

6.2 All teachers are expected to deliver the PSHE curriculum with support from leaders and tutors, PSHE specialists and/or professionals where appropriate. Form Tutors work closely with their tutees 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 more likely to be 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 each Science Department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

6.3 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.

6.4 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. Expert or specialist teachers will give

support to teachers or tutors who are uncomfortable with teaching certain aspects of the curriculum. Support will be offered from the co-ordinators of PSHE who will help with the planning or delivery of lessons if required.

7. Classroom Practice

- 7.1 Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:
- no-one (teacher or student) will have to answer a personal question
 - no-one will be forced to take part in a discussion
 - the correct names for body parts will be used most of the time
 - sensitivity will be shown towards those of particular faith backgrounds
 - nothing should be said that could be construed as embarrassing or offensive to other students.
- 7.2 If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the Pastoral Leader for that student.
- 7.3 If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Designated Safeguarding or Child Protection Officer as appropriate. In cases of concern over sexual abuse, the Trust's Child Protection Procedures will be followed.
- 7.4 It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

8. Learning Outcomes

- 8.1 The following statements are offered as illustration of learning outcomes for SRE for each Key Stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the statutory framework for PSHE.
- 8.2 Those statements marked with an asterisk (*) are part of the National Curriculum Science requirements.

8.2.1 In the Primary Phase:

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our Personal, Social and Health Education (PSHE) curriculum, we also do some sex education through other subject areas (e.g. Science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

In Science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the National Scheme of Work for Science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle in greater depth. In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

The Role of Parents

The Trust is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children within our academies, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the Academy's Sex Education Policy.
- answer any questions that parents may have about the sex education of their child.
- take seriously any issue that parents raise with teachers or governors about this Policy, or about the arrangements for sex education in the Academy.
- encourage parents to be involved in reviewing the Academy Policy, and making modifications to it as necessary.
- inform parents about the best practice known with regard to sex education, so that the teaching in 'school' supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

8.3 By the end of Key Stage 3 students will be able to:

- manage changing relationships.
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions.
- ask for help and support.
- 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 them make new relationships.
- be tolerant of the diversity of personal, social and sexual preference in relationships.
- develop sympathy 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.
- 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.

8.4 Students 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 puberty*.
- about the human reproductive system, including the menstrual cycle and fertilisation*.
- how the foetus develops in the uterus*.
- how the media influence understanding and attitude toward sexual health.
- how good relationships can promote mental well being.
- the law relating to the sexual behaviour of young people.
- where to go for help and advice such as the GUM clinic. Students 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 differences in relation to gender and sexuality.
- how it feels to be discriminated against.
- the issues relating to early sexual activity.
- the unacceptability of prejudice and homophobic bullying.
- what rights and responsibilities mean in a relationship

8.5 By the end of Key Stage 4 students will be able to;

- recognise the influences and pressures around sexual behaviour and respond appropriately, and confidently seek medical advice.
- manage emotions associated with changing relationships with parents and friends.
- see both sides of arguments and express and justify personal opinion.

- have the determination to stand up for their beliefs and values.
- make informed choices about their lifestyle which promote personal well-being.
- have the confidence to assert themselves and challenge inappropriate behaviour.
- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships.
- work cooperatively with a range of people who are different from themselves.

8.6 Students will know and understand:

- the way in which hormone control occurs, including the effects of sex hormones,* some medical uses of hormones, including the control and promotion of fertility*.
- how sex is determined in humans*.
- how HIV and other sexually transmitted infections affect the body.
- self image and sexual identity.
- the risks of early sexual activity and the links to alcohol.
- how the different forms of contraception work and where to get advice.
- the law in relation to sexual activity for young people and adults.
- how their own identity is influenced by their personal values and those of their family and society.
- how to respond appropriately within a range of social relationships.
- how to access agencies which support relationships in crisis.
- the qualities of good parenting and its value to family life.
- the way different forms of relationship, including marriage, depend on maturity and commitment.

8.7 Students will have considered:

- their developing sense of sexual identity and how to feel confident and 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 benefit to both.
- the impact of having children on their lives and the lives of others.

9. Inclusion/Equal Opportunities

9.1 The Trust is committed to the provision of SRE for all of its pupils. The SRE programme aims to respond to the diversity of pupils' cultures, faiths and family backgrounds. SRE is delivered to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groups eg: menstruation. The Trust is proactive in combating sexism and sexist bullying.

9.2 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.

9.3 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. Equal time and provision will be allocated to all groups but there may be occasions when pupils with special educational needs are given extra support from SEN staff.

9.4 Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

10. Partnership with Parents/Carers

10.1 The Trust's SRE programme recognises that most of a pupil's informal sex and relationship education occurs within the family. The SRE programme aims to complement and build on this important component.

10.2 The Trust may periodically hold SRE information/education workshops for parents/carers.

11. Right of Withdrawal of Students from Sex and Relationship Education

11.1 Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the SRE except for those parts included in the statutory National Curriculum (i.e. in Science lessons). The Academy would make alternative

arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the Trust uses.

11.2 If a parent wishes to withdraw their child from SRE they will need to meet with the Head of House/Year/Key Stage to discuss their concerns and then confirm their decision in writing.

12. Confidentiality, Controversial and Sensitive Issues

12.1 Teachers cannot offer unconditional confidentiality. Members of staff and the Child Protection Officer/Deputies are not legally bound to inform parents of any disclosure unless the Principal has specifically requested them to do so.

12.2 In a case where a member of staff learns from a student under the age of 16 years old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to a parent/carer and if necessary to seek medical advice.
- Child Protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the Trust's procedures and Social Services where appropriate.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- in any case where Child Protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.
- health professionals in the Trust are bound by their Codes of Conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the Trust's Child Protection Policy.

13. Monitoring and Evaluation of Sex and Relationship Education

13.1 It is the responsibility of each academy Principal, to delegate to an appropriately trained senior teacher, the role of overseeing and organising the monitoring and evaluation of PSHE, in the context of the overall Trust's plans for monitoring the quality of teaching and learning.

13.2 The Trust Board is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. This may be delegated to a committee or other appropriate group.

13.3 Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the Trust's SRE Policy, and on support and staff development, training and delivery.