



# Sex and Relationship Education Policy

## Review Summary

<b>Adopted:</b>	<b>March 2016</b>
<b>Review Cycle:</b>	<b>Annual</b>
<b>Last Review:</b>	<b>N/A</b>
<b>Next Review:</b>	<b>March 2018</b>

## **1. Introduction**

- 1.1. This Policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

## **2. Definition**

- 2.1. For the purpose of this document:

- a. Members, Trustees/Directors and Governors are referred to as Trustees;
- b. The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- c. School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- d. Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- e. Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

## **3. What Is Sex and Relationship Education**

- 3.1. Sex and Relationship Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **4. Principles and Values**

- 4.1. In addition the Trust believes that SRE should:

- a. Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- b. Be an entitlement for all young people;
- c. Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- d. Be set within this wider school 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;
- e. 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;
- f. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- g. 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;
- h. 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;

## 5. Sex and Relationship Education

5.1. Sex and relationship education covers three main elements:

a. **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;
- challenging myths, misconceptions and false assumptions about normal behaviour.

b. **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;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

c. **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, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## 6. Aims of Sex and Relationship Education across the Trust

6.1. 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:

- a. 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.
- b. Avoid being exploited or exploiting others.
- c. Avoid being pressured into unwanted or unprotected sex.
- d. Communicate effectively by developing appropriate terminology for sex and relationship issues.
- e. Develop awareness of their sexuality and understand human sexuality.
- f. Challenge sexism and prejudice, and promote equality and diversity

- g. Understand the arguments for delaying sexual activity.
- h. Understand the reasons for having protected sex.
- i. 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.
- j. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- k. Know how the law applies to sexual relationships.

## 7. Organisation and Content of Sex and Relationship Education

- 7.1. Schools within the Trust specifically deliver Sex and Relationship Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.
- 7.2. Much of the Sex and Relationship Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.
- 7.3. 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 in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- 7.4. 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. 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.
- 7.5. More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## 8. Inclusion

- 8.1. ***Ethnic and Cultural Groups*** - 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.
- 8.2. ***Students with Special Needs*** - We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

- 8.3. **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.

## 9. Right of Withdrawal of Students from Sex and Relationship Education

- 9.1. 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 sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We 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 school uses.

## 10. Confidentiality, Controversial and Sensitive Issues

- 10.1. Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
- The young person will be persuaded, wherever possible, to talk to 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 school's procedures.
  - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- 10.2. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.
- 10.3. Health professionals in school 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 school's confidentiality policy.

## 11. Monitoring and Evaluation of Sex and Relationship Education

- 11.1. It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Management Group.
- 11.2. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

## 12. Policy Circulation

- 12.1. This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule

12.2. This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.

12.3. The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

### **Adoption of the Policy**

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.

**Signed**  
**(Chair of Trust)**

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

**Date 22 February 2017**