

Sex and Relationships Education Policy



1. Rationale and Aim

Samuel Whitbread Academy (SWA) believes that sex and relationship education is an integral entitlement of all students, and an integral part of each student's development, in preparation for adolescence and puberty and dealing with present and future relationships. It is embedded within the Personal, Social and Health curriculum and complies with the requirements of the DfE Relationships education, relations and sex education (RSE) and health education (2019).

Sex and relationships Education (SRE) describes the teaching and learning we offer to the young people in our academies, helping them to understand their own and others sexuality and to develop skills for relationships and informed decision making.

SWA believe that SRE is the entitlement of all young people and are committed to deliver it within the context of a broad and balanced programme of health education underpinned by values promoting equality and respect.

SWA aim:

- To ensure that SRE is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way.
- To foster self esteem and respect for others as the cornerstone of good health education and of therefore good sex and relationships education.
- To encourage personal responsibility in all forms of behaviour.
- To encourage self esteem.
- To encourage respect and consideration for others.
- To provide support and information for young people and their parents.
- To provide clear facts concerning sexual matters.
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- To give the students the skills for dealing with their relationships they may experience in later life.
- To ensure that students feel safe and able to discuss their sexuality with others confidently.
- To ensure that students with SEN feel able to contribute and feel that they are in an inclusive environment when discussing SRE and its responsibilities.

The aim of this policy is to clearly communicate to staff, governors, parents, visitors and students the manner in which Sex Education will be delivered in this school.

2. Policy

The Sex Education programme will be taught through tutor time and specific PSHE lessons/sessions which may also include drop down days if required, whereby the topics and themes will be built upon each year and covered in more depth. We are aware of and value the learning that takes place within the home and feel that this, along with school links, will provide knowledge, skills and attitudes which will allow the students to manage their lives in a responsible and healthy way. It is important to involve, inform and educate parents when necessary offering support and guidance where required.

When teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

3. Procedure

The content of sex and relationship education at SWA is as follows.

Sex and relationship education has three main elements:

a) Attitudes and values

- Learning the importance of values, individuals conscience and moral considerations.
- Learning the value of family life, how families are shaped, that there are different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children. Within this different types of family will be discussed such as same sex families, single parent families, adopted and foster families and extended families.
- Learning the value of respect, love and care.
- Develop understanding of same sex and transgender relationships.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Developing a respect for the different types of relationships people can be involved in – same sex for example.

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 based on an understanding of difference and without prejudice.
- Being aware of the consequences that their choices could bring upon themselves and others.
- Managing conflict.
- Learn how to recognise and avoid exploitation and abuse.
- Learn about the dangers that mobile technology and social networking pose to themselves and others.

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 support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, and the avoidance of unplanned pregnancy including the legalities of abortion.
- Develop understanding of STI's and how they are contracted including HIV and AIDS.
- Develop understanding of laws and responsibilities around sexual exploitation, sexual assault and rape. This should also include understanding of the term consent.

Organisation

- Co-ordination is essential to ensure continuity and progression. The work is mainly co-ordinated by the PSHE co-ordinator, but the Head of Science, is responsible for the Sex Education taught through the Science curriculum.
- Delivery is through planned aspects within the Science and PSHE curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects.
- Teaching approaches. A variety of teaching approaches are used to give students relevant information, to enable discussions and to acquire appropriate skills. Details can be seen in the schemes of work.
- Student grouping. Mixed ability grouping but if deemed appropriate then in single sex groups, which will both be subject to the same information.
- Resources: Wide ranges of resources available to teachers, visitors are also a valuable resource.
- Staffing: It is extremely important that staff feel comfortable with the subject matter, support is available to staff from the co-ordinator and through in-service training.

Specific Issues

Due to the nature and content of SRE, the following issues may arise.

Confidentiality and advice:

- Ensuring that students know that teachers cannot offer unconditional confidentiality.
- Reassuring students that their best interest will be maintained encouraging students to talk - to parents or carers and supporting them in this issue.
- Reassuring students, that if confidentiality has to be broken, they will be informed and supported.
- Any possibility of abuse will follow the schools Child Protection Procedure.
- Informing students of sources of confidential advice and help.
- Using ground rules, which should be set in the first lesson - refraining from use of names, no personal questions, etc.
- If there are any child protection disclosures made during SRE sessions that the school's Safeguarding procedures are followed accordingly.

Relationships

Within the context of talking about relationships, students will be taught about a wide range of relationships, including same sex, and different family arrangements, emphasising the positive qualities of family life in all its forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

Complaints procedure

Any complaints about the Sex Education curriculum should be made to the Associate Principal in charge of SMSC, Emma Foreman.

Parental partnerships

SWA value and encourage the partnership with parents. Parents do have the right to withdraw their child from the SRE delivered through PSHE but this does not extend to the Sex Education taught as part of the science curriculum. If parents wish to exercise this right then they will need to express their wishes in writing and make an appointment to see the Principal in order to discuss the issues further.

4. Monitoring and Evaluation

The PSHE co-ordinator will be involved in the monitoring of SRE. The co-ordinator will also ask staff for feedback on lessons and schemes of work, in order to assess their success. Students will be asked for their evaluations on the SRE.

5. Implementation and Review

This Policy will be given to all members of staff and the governing body. It will be published on the academy website and hard copies available on request from the academy office. This policy will be reviewed by the SWA Governors annually.

6. Links to other Policies

PSHE
Equal Opportunities/Equality
Safeguarding (Incorporating Child Protection)

7. Author and Date

Associate Principal, Children & Families (MJG) – May 2014

Updated by MJG – June 2016

Updated by Associate Principal (ESF) – Dec 2018

Updated by ESF – April 2020

Date ratified by Governors – June 2020

Next review date - January 2021

