



EDUCATION  
and  
LEADERSHIP  
Trust



## Trust Sex and Relationships Education Policy V.1.1

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Responsible for this policy:	Deputy Heads for Student Wellbeing

## Approval History

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Policy Cttee	09.06.17	V1.0	Minor Amendments made following Policy Cttee. Updated Version 1.1

## Revision History

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## **1.0 PURPOSE OF THE POLICY**

**1.1** Sex and Relationship Education 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.

## **2.0 PRINCIPLES AND VALUES**

**2.1** Education and Leadership Trust Schools believe that Sex and Relationship Education 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 and aims to support each individual as they grow and learn.
- Be set within this wider school context and support 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, teacher/facilitators and facilitators 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/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, informing 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.

## **3.0 THE AIM OF SEX AND RELATIONSHIP EDUCATION**

**3.1** The aim of Sex and Relationship education 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 Sex and Relationship Education 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 arguments for delaying sexual activity.
- understand the reasons for 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.

## **4.0 THE ELEMENTS OF SEX AND RELATIONSHIP EDUCATION**

Sex and Relationship Education in our Trust schools 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;
- empower 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, 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.
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## **5.0 ORGANISATION AND CONTENT OF SEX AND RELATIONSHIP EDUCATION**

Education and Leadership Trust schools deliver Sex and Relationship Education through each school's PSHE Programme in Deep Learning Days/Focus Days/Drop Down Days,

through targeted sessions, the tutor programme, Project Day, assemblies, Science lessons at KS3 and KS4 and other curriculum areas (eg. Drama, English)

## 5.1 Statutory Provision in the National Curriculum

All students must study sex education within the KS3 and KS4 Science curricula.

### Key Stage 3

- Fertilisation in humans.
- The physical and emotional changes that take place during adolescence.
- The human reproductive system, including the menstrual cycle and fertilisation.
- The development of the foetus in the uterus
- The growth and reproduction of bacteria and how the replication of viruses can affect health.

### Key Stage 4

- Hormonal control and the effects of sex hormones.
- The medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- The determination of sex in humans.

## 5.2 SEX AND RELATIONSHIP EDUCATION – PROVISION ACROSS THE CURRICULUM

### Key Stage 3

- Confidence and self-esteem.
- Mental wellbeing
- Resilience
- STIs including HIV and AIDS.
- The risks related to unprotected sex.
- Features of positive and stable relationships.
- Marriage, civil partnerships and family life.
- The arguments for delaying sexual activity and resisting pressure.
- Gender identity and sexual orientation.
- Diversity in sexual attraction.
- How the law applies to sexual relationships.
- ICT – safe management of own and other’s personal images.
- Keeping safe online
- The link between sex and other risk taking behaviour including substance use.
- Managing feelings

### Key Stage 4

- Confidence and self-esteem.
- Mental wellbeing
- Resilience
- Keeping safe online
- The benefits of positive, strong, supportive, equal relationships.
- Living together, marriage and civil partnerships.
- Implications of young parenthood and parenting skills.

- Managing changes in personal relationships.
- Domestic abuse.
- How to access organisations for support and advice.
- Diversity in sexual attraction and developing sexuality.
- Recognising the impact of drugs and alcohol on choices and sexual behaviour.
- Assessing the correct use of contraception.
- Abortion.
- Assessing the readiness for sex.
- Consent
- Positive relationships

Any Sex and Relationship Education delivery 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.

## **6.0 INCLUSION**

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.

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

### **6.1 Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **6.2 Ethnic Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.

### **6.3 Sexual Identity and Sexual Orientation**

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

## **7.0 RIGHT OF WITHDRAWAL OF STUDENTS FROM SEX AND RELATIONSHIP EDUCATION**

**7.1** Some parents/carers 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/Carers are encouraged to discuss their decisions with staff at the earliest

opportunity. Parents/Carers are welcome to review any Sex and Relationship resources the school uses.

## **8.0 CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES**

Sex and Relationship Education is conducted in a safe learning environment. Students are not expected to discuss their own personal issues. No one (teacher/facilitator or student) should be expected to answer a personal question and no one will be forced to take part in a discussion.

Teacher/facilitators will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teacher/facilitators will use their skill and discretion in these situations and if necessary refer to the PSHE Co-ordinator, Child Protection team or other multi agency link for advice and support.

Teachers/facilitators will also follow the following guidance:

- Teachers/facilitators will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a student's question is inappropriate to address with the whole class the teachers and facilitators should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher/facilitator should remind the students of the ground rules.
- Teachers/facilitators will set the tone ensuring that students discuss issues in a way which encourages thoughtful participation.
- If a teacher/facilitator is concerned that a student is at risk of sexual abuse, the Designated Senior Person should be informed and the usual child protection procedures followed.
- Teachers/facilitators cannot offer unconditional confidentiality.

In a case where a teacher/facilitator 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.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- the member of staff will follow the school's Child Protection protocol and inform a member of the Child Protection team where appropriate

Where Child Protection procedures are followed, the teacher/facilitator will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

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. All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children.



## **9.0 MONITORING AND EVALUATION OF SEX AND RELATIONSHIP EDUCATION**

It is the responsibility of the Deputy Headteacher (Student Wellbeing) 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 Governors' Student Wellbeing Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

## **10.0 ASSESSMENT**

Students' existing knowledge needs to be the starting point for all Sex and Relationship Education work. Needs assessments are built into sessions as each group and individual may have different knowledge, experience and understanding.

The elements of Sex and Relationship Education which form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum.

## **11.0 STAFF TRAINING**

Trust schools are committed to ensuring that everyone involved in the delivery of Sex and Relationship Education receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the students in our care.

## **12.0 MONITORING AND EVALUATION**

The programme is regularly evaluated by the Deputy Headteacher (Student Wellbeing). The views of students and teacher/facilitators who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

## **13.0 POLICY REVIEW**

The policy will be reviewed on an annual basis. If new guidance becomes available it may be necessary to review this policy at an earlier date.

### **13.1 Parental/Carer Information**

The school includes information on Sex and Relationship Education in the school prospectus and full details are available on request.

Parents/Carers will be notified by letter when particular aspects of sex and relationship education will be taught.

Parents have the right to withdraw their children from those aspects of Sex and Relationship Education not included in the National Curriculum Science Orders. Alternative work will be set. However we will strongly urge parents/carers not to exercise this right, stressing the high level of importance of this aspect of their child's education. We will also emphasise that by working in partnership with parents/carers, we hope that they will come to recognise the importance of this aspect of their child's education.

## **13.2 Student Voice**

Feedback from students regarding Sex and Relationship Education will be gathered on an annual basis through student voice activities.

## **14.0 LINKS WITH OTHER POLICIES**

### **14.1 Equality**

Sex and Relationship Education incorporates an approach that ensures that all students, irrespective of their class, gender, ethnicity, disability, religion, sexuality and cultural background, can access these crucial elements of their education.

### **14.2 Anti-bullying**

The Sex and Relationship Education programme will deal honestly and sensitively with the areas of positive and negative relationships and will recognise that there is diversity in sexual attraction and developing sexuality. The Trust's Anti-bullying policy includes strategies to tackle any bullying incidents in school.

### **14.3 Child Protection**

If any disclosure occurs during a Sex and Relationship Education session or concerns are raised, teacher/facilitators and facilitators will follow the school's procedure for Child Protection.

### **14.4 Behaviour**

Sex and Relationship Education is fully inclusive, and as such will enable all students to be involved in their learning. Poor behaviour, in particular in terms of inappropriate comments and bullying will be dealt with in accordance with the school's behaviour policy and anti-bullying policy.

### **14.5 E- Safety**

The Trust expect all staff and learners to use the internet, mobile and digital technologies responsibly and strictly according to the school's E-Safety policy.