



ACET SEX & RELATIONSHIPS POLICY

PHASE	JUNIOR/SECONDARY
POLICY LEAD	DENISE RICHARDSON (ACET LEAD ON INCLUSION)
DATE OF APPROVAL BY TRUSTEES	9TH APRIL 2018
DATE OF RECEIPT BY LOCAL GOVERNING BODY	MAY 2018
FREQUENCY DATE	EVERY TWO YEARS
NEXT REVIEW DATE	MARCH 2020

All adults in school have a responsibility to safeguard and promote the welfare of children

This is the ACET Sex & Relationship Policy:

The policy will be reviewed annually at the end of the school year by the Curriculum Lead for RE / PSHCE where minor updates will take place e.g. curriculum changes as a result of pupil needs analysis and reviews; help and advice contact detail changes.

Major reviews will take place biannually unless circumstances dictate otherwise e.g. new DfE guidance is brought out so the policy will need updating in the light of it, to reflect good practice.

Section 1

Introduction

Sex and relationships education is lifelong learning about physical, moral and mental development. It is about the understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

'Effective sex and relationships education is essential if children are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999 which lie at the heart of our policy to raise standards and expectations for all children.'
DfEE 0116/2000

Children, when asked about their experiences of sex education at school often complain about the focus on the physical aspects of reproduction and the lack of any meaningful discussion about feelings, relationships and values. Sex and relationships education set within the framework of PSHE across the four key stages will significantly redress that balance. It will help children to respect themselves and others, and understand difference.

Comprehensive sex and relationships education, taught as part of the overall framework for Personal, Social and Health Education (PSHE), in a safe environment, fosters self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

Members of the local governing body and the learning community recognises that sex and relationships education is for all children, taking into account all of their needs e.g. gender, religion, sexual orientation, special educational needs, maturity, ability etc.

Section 2

Aims and Objectives of SRE

Aim

To contribute to promoting the spiritual, moral, cultural, emotional and physical development of children at school and to prepare children for opportunities, responsibilities and experiences of adult life.

Objectives

- To help and support children through their physical, emotional and moral development
- To give information and knowledge about a range of **issues consistent with their developmental age**
- To allow the opportunity for objective and balanced discussion in order to explore and clarify individual values and attitudes.
- To develop the acquisition of the skills necessary to cope with relationships and sexual situations
- To teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- To provide children with information about different types of contraception, safer sex and how they can access local sources of further advice and treatment
- To give children a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- To ensure children understand how the law applies to sexual relationships
- To build self esteem
- To teach about relationships, love and care and the responsibilities of parenthood
- To link sex and relationships education with issues of peer pressure and other risk-taking behaviour
- To help children to develop skills to enable them to understand difference, respect themselves and others and for the purpose also of removing prejudice.
- To help children to move with confidence from childhood through adolescence into adulthood
- To help children develop the skills and understanding they need to live confident, healthy and independent lives.
- To help children deal with difficult moral and social issues.

Section 3

Planning and delivery

ACET sex and relationships education is firmly embedded in the PSHE framework and will help children learn to respect themselves and others and move with confidence through childhood, puberty, adolescence into adulthood.

The academy believes that the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff. It is taught by staff who have/are able to access training and guidance specific to RSHE. This team of staff is sometimes supported by classroom assistants, learning mentors and invited visitors who can add a different dimension. Aspects of Sex and Relationships education are also delivered in Science and Art lessons

It is recognised that some staff may find it uncomfortable, and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, or training in the classroom.

Training for those delivering this area of work is offered via the LA's Healthy Schools Team, and staff will be given the opportunity to access it where appropriate.

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups and this is in line with Government

guidance (0116/2000). The same curricular content will be delivered to both boys and girls when this occurs.

Schemes of work refer to and use a wide range of resources and are constantly being reviewed and updated.

Parents and governors are welcome to view schemes of work and resources and to discuss their use with the teaching staff. All resources used are chosen with the developmental needs of children in mind, and are those recommended by the LAs Healthy Schools teams.

A variety of teaching strategies are used in this area of the curriculum. This includes group work, discussion, pair work, role-play, individual work, reflection, videos, worksheets etc. It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the DfE guidance document 01116/2000

SRE is monitored through inspection of teachers' short term planning and classroom observations and it is evaluated through discussion with teachers, parents and children, and end of unit evaluation sheets.

This area of the curriculum is constantly under review as a result of feedback from children and staff involved in the teaching.

There is recognition within the learning community that there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues, and take into account a variety of different value bases when planning and delivering this programme of work.

Section 4

Values Framework

Sex and relationships education is supported by the learning community's wider curriculum for personal, social and health education. In this way we can ensure that children:

- receive their sex and relationships education in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of adult life

ACET believes that sex and relationships education:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience and abuse
- should be mindful of a child's earlier experiences
- should provide consistent messages
- should be continuous and progressive
- should support children as they move through puberty, to adolescence, and into adulthood
- should provide opportunity for discussion and clarification around values and attitudes.
- should provide accurate, unbiased information

Teachers and all those contributing to sex and relationships education must work within this agreed values framework, which is in line with current legislation and government guidance.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the keystones to the programme.

It is hoped that our comprehensive programme of sex and relationships education will promote self-esteem and emotional well-being and will help children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality.

Sex and relationships education is delivered in a safe, supportive environment where children feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Questions which children ask will be answered honestly and openly in line with the academy's aim of giving knowledge and information appropriate to the developmental age of the student, and in line with DfE Guidance 0116/2000.

Section 5

Guidance for teachers (in light of DfE guidance 0116/2000)

The academy must make sure that the needs of all children are met. Children, whatever their developing sexuality, need to feel that sex and relationships education is relevant to them and sensitive to their needs. Teachers can deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving objective information, allowing balanced discussion, and challenging homophobic comments. They should answer appropriate questions and offer support.

Teachers need to be aware that effective sex and relationships education, which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from children may take place at an inappropriate place or time. If this happens, the teacher should talk again, individually, to the student before the end of the school day.

Staff should follow the academy's child protection procedures, should this arise, and liaise with the Designated Lead for Safeguarding.

It is important to ensure that children know that teachers cannot offer unconditional confidentiality. However, children have the right to confidential advice, information and support, and so teachers should signpost them to agencies where they can obtain it.

Contraception

Trained staff in secondary schools should give children full information about different types of contraception and their effectiveness, including emergency contraception. Children may wish to raise further issues with staff arising from discussions in the classroom. Trained teachers can also give children, individually or as a class, additional information and guidance on where they can obtain confidential advice, counselling, and where necessary, treatment. Teachers cannot guarantee absolute confidentiality.

Safer sex, HIV/AIDS and sexually transmitted infections (STIs)

Since 1995 there have been significant increases in the numbers of diagnoses of genital chlamydial infection, genital warts and gonorrhoea and there is evidence to suggest that children are becoming complacent about HIV, despite the fact that it remains a significant health risk. For these reasons teaching about safer sex remains one of the Government's key strategies for reducing the incidence of HIV/AIDS and STIs.

Teaching Strategies

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection. Use of such strategies will create a safe learning environment for staff and children alike.

There are three elements of good sex and relationships education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, children will be taught about the nature and importance of marriage for family life and the bringing up of children, but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is important that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHCE framework. Teachers and all those contributing to sex and relationships education must work within an agreed values framework as described in the academy's policy, which is in line with current legislation and government guidance.

It is acknowledged that sex and relationship education deals with some very sensitive issues but the following points are very important:

- Information and knowledge about HIV/AIDS is vital
- Children need to understand what is risky behaviour and what is not

- Sex and relationships education should inform children about condom use and safer sex in general
- Children need skills to enable them to avoid being pressurised into unwanted or unprotected sex (linking to issues of peer pressure and other risk taking behaviour such as drugs and alcohol).
- Children need factual information about safer sex and skills to enable them to negotiate safer sex
- Children need to be aware of the risks of contracting a STI and how to prevent it
- Children need to be aware of the risks of sexual exploitation
- Children need to be aware of the risks related to online activity, “sexting” and online grooming.

Although the emphasis should be on prevention of infection, through delaying sexual activity and teaching the reasons for safer sex, children also need to know about diagnosis and treatment.

Abortion

Children will be given where appropriate information to enable them to understand about abortion, and develop the communication skills to discuss it with parents and health professionals.

Section 6

Parental rights

ACET believes that sex and relationships education is the right of every student and encourages active participation and involvement in the curriculum.

However, parents do have the right to withdraw their child from all or part of the programme. Any parent wishing to exercise that right should initially contact the specific schools Leadership Team to discuss the matter. Parents of children choosing to withdraw their children from all or part of the programme will be offered the DfE leaflet produced for this purpose. How provision will be made for their children will be negotiated on an individual basis, dependent on the needs of each child.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the ‘taught’ course. Provided that such discussion is relatively limited and set within the context of the subject concerned,

It will not necessarily constitute part of ‘sex and relationships education’.

In such a case, particularly where it involves children whose parents have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

Section 7

Policy Update

This policy will be reviewed regularly and will be next updated in Spring 2020, or if changes to the curriculum or organisation within the school, or new guidance from the Government determine that it should be sooner.