

# Sex and Relationship Education (SRE) Policy

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***SLT Liaison: J Skurr***

Wardle Academy Policy



## 1. CONTEXT

Education, in its widest sense, should aim to develop the qualities in young people and allow them to make positive contributions to their local, and wider communities as they enter post-16 education, training or employment. These qualities of confidence, resilience, self-worth and respect for others will stand them in good stead for their own individual personal and social development as well as academic achievement.

- Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act which came into effect in September 2007, laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'.

## 2. WHAT IS SEX AND RELATIONSHIP EDUCATION (SRE)?

SRE is the lifelong learning about physical, sexual, moral and emotional development. It is centred on an understanding of the importance of stable and loving relationships, respect, inclusion, love and care, and the diversity of family life. It is also about the teaching of sex, sexuality and the understanding of LGBT and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## 3. PRINCIPLES AND VALUES

In addition, Wardle Academy 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 and aims to support each individual as they grow and learn.
- 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.
- 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 parent/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parent/carers 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. AIMS

We are committed to the provision of SRE for all our pupils. Our whole school and curriculum provision aims to respond to the diversity of all pupil's cultures, faiths, sexuality and family backgrounds and we will strive to ensure that all pupils are treated fairly, without discrimination or bullying on the grounds of race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability.

The aim of SRE is therefore 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 prepares 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

Sex and Relationship Education has 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
- Developing critical thinking as part of decision-making
- 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

## 5. ORGANISATION AND CONTENT OF SEX AND RELATIONSHIP EDUCATION

At Wardle Academy, Sex and Relationship Education is delivered through the RESPECT and Science lessons at KS3 and KS4.

Much of the Sex and Relationship Education at Wardle takes place within RESPECT lessons. A specialist RESPECT team deliver the RESPECT curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the RESPECT 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 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.

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.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the Pastoral Team and or from the RESPECT team and Local Authority advisor, 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.

## 6. INCLUSION

### 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 parent/carers requests and concerns.

### 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.

### 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. RIGHT OF WITHDRAWAL OF STUDENTS FROM SEX AND RELATIONSHIP EDUCATION

Some parent/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. Parent/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parent/carers are welcome to review any SRE resources the school uses.

## 8. CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parent/carer or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so. 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.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Both staff and pupils understand that there are some instances where confidences will have to be shared in order to protect and support the pupil. For example, if a child makes reference to being involved, or likely to be involved in sexual activity; this will be dealt with through the school's child protection procedures. 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.

## 9. MONITORING AND EVALUATION OF SEX AND RELATIONSHIP EDUCATION

It is the responsibility of the Head of RESPECT and the SLT Link Manager to oversee and organise the monitoring and evaluation of RESPECT, in the context of the overall school plans for monitoring the quality of teaching and learning. The RESPECT programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation.

The Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

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.

While school cannot guarantee providing it, we must ensure that young people know where to seek confidential advice, counselling and treatment. Issues of access are addressed through the RESPECT programme but may well need considering on an individual basis. Pupils can be guided towards health professionals and/or specialist agencies e.g. School nurse, Lifeline, Brook Advisory Centres.

## 10. SPECIFIC ISSUES

### Tackling Homophobic Behaviour

All individuals have a basic right to safety and freedom from discrimination. Homophobic behaviour is as unacceptable as racism or sexism.

### Child Protection Procedures

All staff should be aware of Child Protection procedures and named persons within school:

**Mr Jon Skurr** - Deputy Headteacher

**Mrs Zoe Colley** - Safeguarding Officer

### Procedures for Involving Outside Speakers

See attached checklist in appendix 1.

## 11. APPENDICES

Attached checklist for outside speakers

Issues to be addressed:

### Agency

- Is this the most appropriate agency?
- Are the messages that the agency embraces consistent with those of the school and the sex and relationships policy?
- Is there an on-going relationship between the school and the agency?
- Do representatives from the school and the agency meet on a regular basis?

### Individual

- Which individual would be representing the agency?
- What appropriate teaching experience does the individual have?

### Consultation

- When will the outside speaker receive a copy and an explanation of the school's sex and relationships education policy?
- Is there a clear understanding of the issues of confidentiality, contraceptive advice and working within schools?
- When will negotiation between the outside speaker and school about the input take place?
- Is there sufficient time allotted for this?
- Who decides on which aspects of the sex and relationships education programme the outside speaker will deliver?
- How will the outside speaker be made aware of the details of the session(s) prior to and following the input?

### Delivery

- Will a teacher be actively in the session?
- Who is responsible for the session?
- Who will decide on the content, classroom management and appropriate teaching methods?
- Who will be involved in monitoring and evaluating the session?
- Is there an opportunity for pupils to follow up any concerns/questions with the outside speaker?

### Group Preparation

- Who is our visitor?
- What is the purpose of the activity?
- What do we want to find out?
- What else do we want to get from it?
- How shall we manage the meeting?

### Debrief

With the visitor and the group: How did it feel? What went well? What did we learn from the visitor and ourselves?

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