

## **SOLENT ACADEMIES TRUST SEX AND RELATIONSHIP EDUCATION POLICY**

Last Review Date:	Nov 2018
Member of Staff Responsible	Lead for PSHE
Review date	Nov 2020

The policy has been written in line with the Solent Academies Trust (SAT) vision statement and values and the curriculum policy.

### **Policy formation**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Trust Personal, Social Health and Economic (PSHE) leads pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties in each academy were invited to attend a meeting about the policy
4. Pupil consultation – where appropriate we investigated what exactly pupils want from their Sex and Relationship Education (SRE)
5. Ratification – once amendments were made, the policy was shared with governors and ratified in each academy.

The issues considered:

The individual and complex needs of pupils.

Parents, staff and the wider community.

The moral framework and how this reflects the school ethos, aims and values.

The procedure for withdrawal of pupils from sex education.

Content

Organisation and teaching methods

The use of visitors

Confidentiality

Complaints procedure

Who would teach sex education

Staff training

Procedures with regards to HIV

These issues are re-considered each time the policy comes up for review.

## **Definition**

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

***SRE is not about the promotion of sexual activity***

## **Aims of the Sex Education Policy**

- Provide a framework in which sensitive discussions can take place as appropriate for our pupils
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils understand themselves and others
- To encourage pupils to develop appropriate behaviour patterns
- To help prevent pupils from being exploited and misunderstood

## **The Moral Framework**

The schools within the Solent Academies Trust believe that it is extremely important that young people are encouraged to explore and clarify their values and attitudes towards relationships and sexuality so that they may develop their own moral framework.

The sex education programme will reflect the school ethos and demonstrate the following:-

*Encourage personal responsibility in all forms of behaviour*

*Encourage self confidence and feelings of self worth*

*Provide support and information for young people and others*

*Encourage respect and consideration for others*

## **Content**

Sex education at Mary Rose Academy provides knowledge, and encourages the acquisition of skills and attitudes which will encourage pupils to manage their lives in a responsible and healthy way. Sex education is taught across the whole school

through the PSHE programme. The pupils' levels of personal development are taken into account and the concept of the spiral curriculum has been adopted. The concept here is simple: it is not necessary to master every topic introduced before moving on to the next level. Topics of importance will come up again and again, in various natural contexts, so there will be lots of opportunity for each student to further refine their ideas and knowledge.'

The overview below is a guide and the level of input adapted for each individual pupil

Across all Key Stages, pupils are supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

### ***Knowledge and information – a broad overview***

#### **Lower Secondary**

Self awareness, growing and changing, sexual characteristics, Physical and emotional development. Personal relationships, friendship, appropriate behaviour. Growing up - physical and emotional changes, menstruation, where to go for information.

The family, puberty, similarities and differences between them  
Changes boys and girls go through

Self awareness, puberty, personal safety, friendship, relationships, family life

Decision making, risk taking, consequences, drugs, relationships, Sexuality. Approached from the perspective of an adolescent but Also taking into account the cognitive level and the level of maturity of the individual pupils.

#### **Upper Secondary and 6<sup>th</sup> Form**

**As appropriate.** Family and Home, relationships, conception and

birth, pregnancy, contraception, HIV and AIDS and other STD's, sexual lifestyles, sex and the law, helping agencies, fostering and adoption, child protection, different faiths and cultures.

### **Values and beliefs**

There is a strong emphasis on encouraging pupils to consider the importance of the values held by the school, as described earlier under the heading of The Moral Framework section of this policy.

### **Equal Opportunities**

Mary Rose Academy is committed to working towards equality of opportunity in all aspects of school life. The policy has been written in accordance with the guidelines laid down within the equal opportunities policy. The school is sensitive to the beliefs and moral values held by all cultures represented within our school.

### **Organisation**

- The planning and delivery of Sex Education is lead and organised by the leaders for Personal Social and Health Education.
- Delivery takes place through planned aspects of Personal, Social and Health Education, Science and Religious education. Also through addressing moral and ethical issues which may arise from apparently unrelated topics in the broader curriculum and pastoral time.
- A wide variety of teaching approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Ground rules are set by each group so that controversial topics can be handled appropriately.
- Classroom arrangements and pupil groupings: pupils are taught in groups according to their needs. Adult support is used to support pupils appropriately when topics of a sensitive nature are being addressed.
- Resources: a wide range of materials is used and these are available for parents to view. A range of videos is used as appropriate.
- Staff: with regard to sex education, only staff who feel comfortable with the subject are directly involved although all staff are aware of the curriculum. Staff are trained internally by school staff or by attending courses. All staff are expected to teach within the school's moral framework.

### **Specific issues Statements**

**Contraceptive Advice.** Where relevant pupils will be taught about all forms of contraception in terms of family planning and safer sex. Questions about forms of contraception will be answered accurately and honestly. If pupils need further information or advice they will be given the names of appropriate agencies and personnel to contact. They will be encouraged to discuss such issues with their parents

**Sexual Orientation**

Staff and students will treat every individual with dignity and respect, with the aim of working towards a more understanding and caring society.

**Termination of Pregnancy**

We will present pupils with a balanced and current view, which respects a range of beliefs and experience. For the majority of our pupils this topic is unlikely to be appropriate.

**HIV/Aids and Sexually Transmitted Diseases**

With those pupils for whom it is appropriate we will raise awareness of sexually transmitted diseases and teach basic hygiene and safe sexual practices.

**Confidentiality** As a general rule a pupil's confidentiality will be maintained by the member of staff. Pupils will be made aware that some information cannot be held confidential.

Clear ground rules will be made by all groups in sex education lessons and staff will make a statement about confidentiality and school policy. Staff will use their professional judgement if they feel that the teacher responsible for child protection needs to be informed about any other discussions with pupils. In all cases pupils will be made aware of the reasons why the teacher responsible for child protection needs to be informed and will be supported throughout the process.

**Child withdrawal procedure** Parents wishing to exercise their right to withdraw their child from sex education are asked to contact either the head of school or the Personal, Social and Health Education leader. They will be encouraged to give their reasons but are under no obligation to do so. Once a pupil has been withdrawn, this will be put in writing by the school, outlining which aspects of the programme the pupil has been withdrawn from and a copy sent to parents. The alternative arrangements for the pupil will also be outlined. Once a pupil has been withdrawn from sex education they cannot take part again until the parent has given approval.

**Complaints procedure** Any complaints about the sex education programme should be made to the head of school who will decide on a course of action with the governors.

**Visitors** Outside visitors will rarely be involved in the actual teaching of the sex education programme. Any visitors, including other professionals will be made aware of the sex education policy and the child protection policy.

**HIV and AIDS** It is school policy not to inform teaching staff of members of the school community infected or affected by HIV. The subject will be addressed as part of the sex education programme in a sensitive way in order to give information, alleviate anxiety and counteract prejudice.

**Working with Parents**

Mary Rose Academy places the utmost importance on sharing equal and joint responsibility with parents for their child's education and sexual matters. Any particular religious or cultural views will be taken into account and considered carefully in the light of our equal opportunities policy when delivering the sex education programme.

Parents will be invited to meet with the teacher for Personal, Social and Health Education to discuss the sex education programme prior to its commencement and at any other time of mutual convenience. They will also be offered an opportunity to view the resources used. Parents of pupils with communication difficulties will be offered the use of a home/school book.

By working with parents in these ways we anticipate that withdrawal from the sex education programme will only occur in exceptional cases.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

### **The head of school**

The head of school is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE

### **Staff**

Staff are responsible for:

- Delivering SRE in a sensitive and personalised way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the head of school and will be provided with support and guidance.

### **Pupils**

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

### **Training**

Staff are trained on the delivery of SRE as part of their professional development programme and it is included in our continuing professional development calendar.

The head of school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

### **Dissemination of the Policy**

The following people will automatically receive a full copy of the policy:  
All teaching staff members, support assistants, governors, the school nurse  
The full policy will be available on request to parents and other interested parties.  
A summary of the policy is in the school prospectus and a copy is sent out to all parents before the sex education course begins.

### **Procedures for Policy Monitoring and Evaluation**

The policy will be reviewed bi-annually using a consultative process which identifies teachers', pupils' and parents' views about the sex education programme. This will be led by the PSHE leader under the guidance of the head of school.

### **Other policies which have relevance to sex education are:**

Equal opportunities  
Positive Behaviour and Anti Bullying  
Drugs awareness  
Personal, Social and Health Education  
Safeguarding and Child Protection