



# Sex and Relationship Education Policy

Name of policy or procedure	<b>Sex and Relationship Education Policy</b>
Staff/student group to whom it applies	All staff and students
Distribution/how to access	For staff via staff area and website For parents/carers via website
Issue date	May 2014 under SNA
Last review date/who reviewed	
Next review date/who to review	March 2016
Approved by/date	
SLG responsibility	Principal
Contact for further information	Assistant Principal

## Equality Impact Assessment Tool

Name of Policy: Sex and Relationship Education Policy

		Yes/No	Comments
1	<b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>		
	Race or ethnicity	No	
	Disability	No	
	Gender	No	
	Religion or belief	No	
	Sexual orientation	No	
	Age	No	
2	<b>Is there any evidence that some groups are affected differently?</b>	No	
3	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>		Parents/carers may not wish their child to take part in this education programme
4	<b>Is the impact of the policy/guidance likely to be negative/</b>	No	
5	<b>If so, can the impact be avoided?</b>		
6	<b>What alternatives are there to achieving the policy/guidance without the impact</b>		
7	<b>Can we reduce the impact by taking different action?</b>		

## **CHANTRY ACADEMY**

### **SEX AND RELATIONSHIP EDUCATION POLICY**

**This Sex and Relationship policy has been written in conjunction with the Guidance Ref: 0116/2000**

#### **WHAT IS SRE AT CHANTRY ACADEMY?**

Sex and Relationship Education (SRE) at Chantry Academy aims to support students through a very important stage such that they develop the ability to make informed, responsible choices and decisions, and share happy, healthy, fulfilled lives. This is achieved by helping them to develop knowledge, skills and attitudes surrounding physical, moral and emotional development and well-being. SRE aims to promote the importance of marriage and other stable, loving and mutually respectful relationships in the context of a family. It also aims to provide teaching on the physical and emotional aspects of relationships, sex and sexual health. The programme also incorporates goal setting, managing risk and decision making with a view to raising aspirations in order to reduce the risk of unwanted pregnancy, secure future economic well-being and live a healthy lifestyle.

SEAL learning objectives are incorporated into the framework with a view to developing students' social and emotional wellbeing in SRE.

There is no intention to promote sex, sexual activity or any particular sexual orientation; indeed the benefits of delaying sexual activity should be promoted throughout.

For SRE lessons, staff should plan lessons and expect and promote behaviour and attitudes that seek to include all, as is expected across all areas of academy life. Homophobic attitudes and behaviour should not be tolerated and incidents should be reported as indicated in the academy diversity policy (ref: Diversity policy). Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

**The learning objectives consist of three main elements: (Pg. 5 Guidance 0116/2000)**

#### **1. Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations; -learning the value of family life, marriage, and stable loving relationships for the nurture of children;
- Learning the value of respect, love and care; exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision making.

## **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 based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and learning how to recognise and avoid exploitation and abuse.

## **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 delays;
- The avoidance of unplanned pregnancy.

## **THE CURRICULUM**

The aim of the SRE programme is to deliver a balanced curriculum to both boys and girls with equal entitlement to access all topics. As with all areas of the curriculum, lessons should be planned and delivered to be inclusive of and accessible to all students.

If a student is absent from a particular lesson tutors should ensure they catch up with the work missed. The spiral curriculum across all year groups also serves to minimise the impact of missed SRE lessons.

SRE at Chantry Academy will, where possible, be tailored to directly address issues affecting its students. Chantry estate (where the Academy is situated) is in an area of high teenage pregnancy and hence aims to address this by providing quality SRE in order to equip young people with the knowledge and skills they need to avoid unwanted pregnancy.

SRE is delivered largely through the PSHE curriculum. PSHE curriculum time consists of one 50 minute lesson per fortnight and two 30 min sessions per fortnight. All of these sessions are delivered by Learning Family Mentors or Form Tutors at Key Stage 4.

SRE is taught as a discrete unit at some points during the curriculum due to the age-appropriateness of certain topics and the aim to produce a cohesive and naturally evolving curriculum. Due to the vertical tutoring arrangements in Key Stage 3, students are taught SRE in year groups, in both mixed sex and single sex sessions. These lessons are delivered by a working group of teachers.

**The following SRE topics are delivered within the PSHE programme:**

Schemes of work and learning objectives for the modules listed can be accessed via the academy network in the PSHE area.

**Lower School**

Year 7 - Growing and Changing - puberty, friendship and love, family life and relationships.

Year 8 - Making Choices - close relationships, what is sex, conception, when is sex right/wrong, sex and the law, what is contraception.

Year 9 - Avoiding the Consequences - sex and contraception, sexually transmitted diseases, unwanted pregnancy, sex and alcohol.

**MENSTRUATION**

The academy staff should make adequate and sensitive arrangements to help girls cope with menstruation. This is covered within the Year 7 and 8 SRE curriculum and girls are offered the opportunity to have single sex sessions with female teachers. This has been developed from student perception surveys which demonstrated a need. Sanitary protection is also available from all House bases and from Student Reception upon request.

**Key Stage 4**

Year 10 and 11 – Contraception methods and signposting, STIs including HIV signs, symptoms and treatments, visits from outside agencies on health issues, positive relationships and relationship role-models, parenting.

**CONTRACEPTION**

Knowledge of the different types of contraception, and of access to, and availability of contraception is a major part of the strategy to reduce teenage pregnancy. Effective sex and relationships education in the academy has an important role to play in achieving this.

Trained staff in the academy should be able to give young people full information about the different types of contraception, including emergency contraception and their effectiveness.

## **ABORTION**

When dealing with this as a topic, the religious views of students and their parents should be respected. When abortion is covered in lessons (such as in Religious Education) the challenge is to offer young people the opportunity to explore the dilemmas, enable them to know and understand abortion, and develop the communication skills to discuss it with parents and health professionals. The key task of professionals within the academy is to offer appropriate information and effective advice on contraception and on delaying sexual activity, to reduce the incidence of unwanted pregnancies.

## **SAFER SEX AND HIV/AIDS AND SEXUALLY TRANSMITTED INFECTIONS (STIs)**

Strategies for teaching about HIV/AIDS and STIs should include;

- Helping students clarify their knowledge about HIV/AIDS and STIs
- Teaching them assertiveness skills for negotiating relationships and
- Enabling them to become effective users of services that help prevent/treat STIs and HIV.

**The following aspects of SRE are delivered within the Science curriculum.**

### **Key stage 3**

- The anatomy of internal and external male and female sex organs.
- The physical and emotional changes that occur during adolescence.
- The menstrual cycle.
- Sex cells and the processes of fertilisation and sexual intercourse.
- Foetal development.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

### **Key stage 4**

- Hormonal control of the menstrual cycle and the development of secondary sexual characteristics.
- The use of hormones to increase and decrease fertility including use of the contraceptive pill.
- Types of diseases, ways in which they can be transmitted and methods of treatment including the body's own defense mechanisms.
- The mechanism of human sex determination

- Drugs and their effect on the body.

## **DELIVERY OF SRE AND WHO IS RESPONSIBLE**

The SRE programme framework and progression within the PSHE programme is set by the PSHE Co-ordinators/House Leaders.

PSHE is delivered by Form Tutors, the School Nurse and appropriately qualified and selected outside speakers (see below for guidance on how to engage visiting speakers).

A range of suggested resources and activities are provided by the PSHE Co-ordinator/HoY for delivery by tutors. Tutors then select materials that they feel are appropriate for their group. Tutors may also select their own appropriate materials within the learning objectives of the unit, in consultation with the PSHE Co-ordinator. Consideration of the age and developmental stage of the students should always be taken into consideration when selecting materials for delivering SRE.

Individuals who deliver SRE should endeavour not to express their own personal beliefs or attitudes. They should work within the academy PSHE and SRE policies to give accurate and balanced views on all aspects of sex and relationships and related issues including gender and sexuality issues.

It is expected that the correct biological terminology is used. Students using inappropriate terminology should be corrected. Instances of continuing use of inappropriate language should be dealt with according to the academy's Behaviour Policy (ref: Behaviour Policy).

## **CONTRACEPTION AND THE PREVENTION OF UNPLANNED PREGNANCY – ADVICE AND GUIDANCE**

Within the SRE programme students are given knowledge, information and guidance on the purpose and types of contraception available, as well as information on the role of condoms in the prevention of STIs.

Contraception is never given out by academy staff. In all situations students should be signposted to suitable individuals and organisations including the school based health service, school nursing team and WizeUp, which can provide further advice and support on reproductive and sexual health matters.

## **CONDOM DEMONSTRATIONS IN SRE**

Condoms may be demonstrated to students within an educational context however this should only be done by condom-trained staff using anatomically

correct demonstrators. Condoms provided for student use in this context should be for use in the lesson only and should not be taken out of the classroom.

**Academy staff must not provide students with condoms intended to be used in sexual activity. This can only be done by a qualified nurse.** During SRE lessons students should be signposted to a School Nurse drop-in session or the school based health service drop-in (WizeUp) or other agencies that can provide confidential support and advice (4YP, Terence Higgins Trust).

## **VISITING PROFESSIONALS DELIVERING SRE LESSONS**

Refer to the Visitors Policy for how to engage visitors in SRE, to ensure they work within the academy's policy and curriculum frameworks and for the protection of all involved.

In general the person organising the visit should have previously agreed the learning objectives for the lesson as well as the general content, format and timescale for the lesson. A Chantry Academy teacher should be responsible for supervising the students at all times. External visitors must not be left alone with students in recognition of the fact that visitors are unfamiliar with individual students and academy procedures and policies.

## **GROUND RULES**

Ground rules promote the discussion of sensitive issues within clear boundaries. They protect staff and students from potentially embarrassing situations and also encourage free discussion in an environment of mutual trust. Ground rules are agreed between teacher and students prior to the lesson starting and should be displayed throughout the lesson. Students not adhering to the rules can thus be referred to them. It is suggested that ground rules be written onto large paper and revisited and added to during subsequent lessons. Suggestions of possible rules that may be agreed are:-

- You don't have to answer or join in if you don't want to
- Don't direct questions at individuals
- Don't laugh at others
- Listen to each other
- Give everyone a chance to talk
- Keep all information discussed confidential
- Use the correct terminology
- Don't use information discussed against people
- Don't deliberately embarrass others
- Discuss in the third person.

## **SIGNPOSTING**

All units dealing with sensitive issues should include a 'signposting activity' to give students detailed up-to-date information on where to get further information,

advice and support. This information can be obtained from the PSHE Co-ordinators/HoY

## **TEACHING STYLES**

Teaching of SRE should involve active and interactive methods, as well as allowing student's time reflection and evaluation of learning. Appropriate discussion activities should be used as well as scenarios, group work and role-play to encourage students to explore topics for themselves and to begin to appreciate, tolerate and understand the differing and diverse feelings and viewpoints of others.

Teachers can avoid embarrassment and protect students' privacy by always depersonalising discussions. For example, role-play can be used to help students 'act out' situations. Case studies with invented characters, appropriate videos and visits from Theatre in Education practitioners will also all be used to help students discuss sensitive issues and develop their decision making skills in a safe environment.

## **ASSESSMENT**

SRE is assessed within the framework of the PSHE programme (ref PSHEE&C Policy for how this is carried out at Chantry Academy). This will be through the use of Quality Assurance (QA) observations and learning walks as well as through QA of PSHE folders and work produced in SRE lessons. Student perception interviews will also be used to make judgments and improve provisions.

## **CONFIDENTIALITY**

At Chantry Academy a child's right and desire for confidentiality should be respected by staff unless there is a safeguarding concern. Any such concern should be dealt with in accordance with the academy's Safeguarding Policy. If a member of staff becomes concerned about a student's safety through disclosure or otherwise, they must pass this on to the member of staff designated responsible for safeguarding issues via a 'Safeguarding Children - Record of Concern' pink safeguarding sheet. How this information is used is ultimately the responsibility of the Principal.

Refer to the academy Safeguarding Policy for information on how to deal with safeguarding disclosures and concerns.

When delivering SRE staff must notify students that they cannot guarantee confidentiality in circumstances where theirs or others safety may be of concern. This should ideally be done during the setting of class ground-rules. See below for guidance on the setting and use of ground rules.

Health professionals (such as a School Nurse) working with young people outside the context of a lesson, are bound by their own professional codes of conduct with regards to confidentiality. They can give one to one advice to

students and act within their own professional protocols regarding confidentiality and safeguarding matters.

## **WORKING WITH SEXUALLY ACTIVE YOUNG PEOPLE AT CHANTRY ACADEMY**

If through disclosure or any other method, a member of staff has reason to believe an under 16 student is sexually active, a pink safeguarding sheet must be completed and passed to the member of staff designated responsible for safeguarding issues.

The “The Chantry Academy policy for working with sexually active young people” will then be followed in order to determine the next steps, and ensure correct documentation is in place.

## **MONITORING AND EVALUATION OF SRE**

The SRE programme will be reviewed annually within the PSHE programme by the PSHE Co-ordinators/House Leaders. The content of the programme will be altered according to evaluation of the previous year’s programme. Results of students and staff questionnaires and feed-back comments will be used to evaluate the impact of the programme and inform the changes to be made. The Year Councils/Academy Parliament should also be consulted on the content and delivery methods of PSHE as a whole.

Students’ progress should be assessed at the end of all SRE units within the PSHE assessment framework. Teacher, peer and self-assessment methods are all used to indicate progress in PSHE and Citizenship. In SRE students are assessed against the end-of-key-stage statements for PSHE. Form tutors report on students’ progress and attainment in the PSHE programme as a whole (including SRE) on an annual basis.

Monitoring of SRE delivery and assessment will take place on a regular basis by the PSHE Co-ordinators/House Leaders.

## **THE ROLE OF PARENTS/CARERS**

Parents/carers and the academy are a partnership in the provision of a well-planned programme. We welcome the support of parents and carers. Students should be encouraged to talk to their parent/carer in the first instance on matters involving sex and relationships.

Parents/carers have an important and central role to play in regard to helping their child’s physical and emotional development throughout adolescence and

life. They have the right to withdraw their children from all or part of the sex and relationship education provided at school except those parts included in the National Curriculum (Pg. 21/22 SRE Guidance).

Any queries regarding the SRE programme should be directed to the academy who will welcome an open discussion so alternative arrangements can be made and we request that this is done in writing.

If members of staff have any concerns or queries they should initially inform a senior member of the management team within the Academy. If a matter cannot be resolved by the academy, the Local Education Authorities recommendations will be followed.

### **REVIEW OF THE POLICY**

The Sex and Relationship policy has been written in conjunction with the Principal, PSHE Co-ordinators/Year Leaders and a Governor.

This policy will be made available on demand to all staff, governors and parents for consultation. This policy will be reviewed on a 2/3-year cycle in line with other school policies.

It will be reviewed by the Senior Leadership Group, the PSHE Co-ordinators/ House Leaders and parent/governor representatives. Contributions and comments will also be taken from the House Councils/Academy Parliament.