



THE
de Ferrers
ACADEMY

Sex & Relationships Education Policy

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Sex and relationships education is the right and responsibility of the parent. The Academy provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the Academy provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

Defining Sex and Relationships Education (SRE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfEE Guidance 0116/2000)

The Aims of Sex Education

Based on the above definition the aims of SRE at the de Ferrers Academy are:

- To enable our students to better understand the nature of human relationships;
- To enable students to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this Academy SRE has three main elements, all of which are important for a balanced SRE programme:

attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and 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.

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.

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; and
- the avoidance of unplanned pregnancy.

Moral dimension

The Academy recognises that it is a moral body in its own right. As part of the whole curriculum the Academy seeks to explore issues of right and wrong. The Academy recognises that SRE contains certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the SRE programme

The content of the programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/Ct contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000, the PSHE Framework and the National Curriculum Science Order:

The Academy recognises that SRE should be taught at both Key Stages and appears in each Year's CPSHE programme. Parents will also be informed when SRE is going to be delivered in the Academy to their child with an invitation to support the work being done in Academy by discussing issues at home.

The outcomes for SRE in the Secondary phase are clearly set out in DfEE guidance 0116/2000 and through its curriculum the Academy seeks to deliver these outcomes:

3.5 At secondary Academy level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships.

The delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within the . Much of the general work in Academy is based on good relationships and in this regard SRE is supported by the Academy's Engaging Learning Policy. It is the responsibility of the Science faculty staff to deliver the National Curriculum Science Order

according to the Scheme of Work. Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order, the CRESS team of teachers trained specifically to deliver SRE within the secondary context. SRE is delivered as part of the Academy's CPSHE, mainly in Years 8 and 9 .

Methods of teaching and resourcing

In the delivery of SRE, teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

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Teachers will also use other teaching methods to enable students to learn about SRE which are age appropriate, taking into account the developmental needs of individual students. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The Academy uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from Academy to support the sex education of their children in the home context. Books used to support SRE are also found in the Academy Learning Centre and students may borrow them when and as need occurs. Resources used by the Academy are produced for Academics by educational publishers and are intended for students in the light of best current research into SRE.

Monitoring and evaluating SRE

SRE will be monitored by the Director of Learning for CRESS It is their duty to :

- a) Ensure that SRE occurs in the Academy's curriculum according to the short term plans for CPSHE;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the Academics programme

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the Academy's policy in this matter to the letter.

Visitors contributing to SRE

From time to time as part of a planned module of work the Academy will invite in local experts, such as the School Nurse, on issues relating to SRE as well as using health and other professionals associated with the Academy. All associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of the Academy and will be qualified to make an appropriate contribution.
- visitors must agree with the aims of the Academy in delivering its policy on SRE;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow the Academy's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the Academy's programme for SRE and PSHE.

Services to Young People provided by the Academy

The Academy provides services for its young people. These services are provided by health and other professionals attached to the Academy. The Academy nurse provides a drop-in clinic for students.

The above services are advertised throughout the Academy and parents may also contact these services by making an appointment with the Academy Health Advisor.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct:

Health professionals

7.16.1 Outside the teaching situation, health professionals such as Academy nurses can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception; and
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

(Circular 0116/2000)

Parental right to withdrawal from SRE

As stated above parents have the right to withdraw their students from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Principal. When the Principal receives such a letter he will invite the parents to a meeting, at which the Principal will explain clearly what the Academy's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfEE support pack for parents who withdraw their children for SRE as presented in the Academy's basic curriculum. The right to withdrawal will be made clear in when we notify parents that SRE is about to take place. A copy of this policy will be made available to all parents who request it at the cost of photocopying or it will be e-mailed to them in the required format.

Policy review

The Local Governing Body forms the SRE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

- parents;
- staff;
- students;

The Academy will do this by discussion at the Parents Focus Group and with Student Voice who will look at the policy and its effectiveness.

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