



Beamont Collegiate Academy

SEX AND RELATIONSHIPS POLICY

Date approved by the Governing Body	18.03.13
Signature of Chair to the Governing Body	L Waterson
Signature of Academy Principal	A Moorcroft
Date of Review	1.12.14
Date of Review	30.11.15
Date of Review	26.06.17

Contents

- 1. Principle.....2
- 2. Aims..... 2
- 3. Roles and Responsibilities 2
- 4. What the Academy will do 3
- 5. Support from external agencies for planning and teaching..... 4
- 6. The Key Stage 3 Curriculum 5
- 7. Learning Outcomes for Key Stage 4 6
- 8. Child Exploitation in Key Stage 3 and Key Stage 4 provision8
- 9. Quality Assurance of Key Stage 3 and Key Stage 4 9
- 9. Confidentiality 9
- 10. Sex and Relationship Education and PSHE..... 9
- 11. Monitoring, Evaluation and Review 9
- 12. Appendix 1 Confidentiality Guidance 10
- 13. Appendix 2 Withdrawal Form (other than National Curriculum Science) 11

Sex and Relationships Education Policy

1. Principle

- 1.1 Sex and Relationships Education should be available for all young people in Key Stage 4 in accordance with section 241 of the 1993 Education Act.

2. Aims

- 2.1 To present Sex and Relationships Education to our pupils in such a manner as to encourage them to have due regard for moral, cultural, mental and physical development, the importance of marriage for family life, loving and stable relationships, respect, love and care.
- 2.2 To teach pupils about sexuality and sexual health.
- 2.3 Sex and Relationships Education will be taught as part of the PSCHE and Science programme (based on QCA Guidance 2007 and DfE Sex and Relationship Education Guidance 2000). This will enable the teaching of Sex and Relationships Education to show progression within Key Stage 4 (years 10 and 11) and enable the staff to be aware of the needs of pupils of different age groups.
- 2.4 Lessons will involve relevant health care professional services and information will be provided which is relevant and appropriate to the age and maturity of the pupils.

3. Roles and Responsibilities

- 3.1 The Governing Body is required to have a written statement of the policy available to parents /carers.
- 3.2 The Principal is responsible for ensuring that this policy is fully implemented, and that staff are appropriately prepared and sufficient resources made available to ensure effective delivery. While the overall responsibility for this policy rests with the Principal, the management and day-to-day implementation of this rests with the Vice Principal with curriculum responsibility.
- 3.3 All staff, in their daily engagement with other colleagues and with pupils, will promote the personal, moral and social qualities, helping to provide good role models which will enable pupils develop their own positive identities and personal qualities.

- 3.4 Staff who teach in this important area must ensure that they prepare adequately to ensure all pupils appreciate and understand the messages delivered here. We will utilise the role of external contributors to enhance delivery.
- 3.5 The views of parents /carers need to be borne in mind when developing the SRE policy, and parents /carers are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

4. What the Academy will do

- 4.1 Include Sex and Relationships Education (SRE) as part of the Academy Curriculum.
- 4.2 Deliver Sex and Relationships Education as a cross-curricular topic to all pupils, mainly through Science, PSCHE and PE. The subject areas involved will use readily available current books, information leaflets and films. Visual and verbal presentations will provide factual information. Visiting speakers will sometimes be involved in the delivery of sessions. Discussions, where appropriate, will take place to amplify and clarify various aspects, especially those concerning inter-personal relationships and self-esteem.
- 4.3 The Sex and Relationships Education programme will be taught in the context of relationships. In addition, Sex and Relationships Education will promote young people's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, in the Academy, at work and in the community.
- 4.4 Beamont Collegiate Academy has designated a PSCHE co-ordinator who will have overall responsibility for providing and monitoring the quality and delivery of teaching and learning in this area and who will have a target for improving attitudes and behaviour. The co-ordinator will;
- 4.5 Ensure that all staff are given current information on any changes to the curriculum and will be the catalyst for whole Academy awareness raising campaigns.
- 4.6 Provide staff with schemes of work and age appropriate teaching resources for Sex and Relationships Education, including general advice on teaching the lessons and confidentiality. The QCA Guidance for PSHE: Personal well being (2007) will be followed.
- 4.7 Create a partnership between home and school, making copies of this policy

available for inspection by parents / carers of registered pupils at the Academy and provide a copy, free of charge, to any such parent / carer on request.

- 4.8 Inform parents / carers of pupils currently at the Academy about the Sex and Relationships Education arrangements.
- 4.9 Enable parents / carers to have the right to withdraw their children from any or all parts of the Academy's programme of Sex and Relationships Education, other than those elements, which are required by the National Curriculum Science Order. Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children.
- 4.10 Once a request that a young person be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of the Principal to ensure the supervision of withdrawn pupils.

N.B Parents and carers can only withdraw their child from Sex and Relationship Education until the child is 15 years of age. This means that every young person will receive at least one year of Sex and Relationship Education before their 16th birthday.

- 4.11 Give details on the website of the content and organisation of any Sex and Relationships Education that the Academy provides, including an explanation of how parents / carers who wish to discuss this issue can do so and information about the means of putting into effect the parents' / carers' right of withdrawal. (Please see Appendix 2 for withdrawal form).

5. Support from external agencies for planning and teaching

- 5.1 The Academy will access support from a wide range of individuals and agencies when planning and teaching SRE. This will include nurses, general practitioners, health promotion units, the Teenage Pregnancy Team, theatre-in-education teams, youth workers and peer-education teams etc. The involvement of these external agencies can give the pupils access to a wealth of experience and expertise, new resources and different approaches to learning.
- 5.2 It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils, especially since some contributors may only visit schools/academies infrequently and may not have been checked by the Criminal Records Bureau.
- 5.3 External contributors will lend expertise and a partnership dimension to the

SRE Programme. Input from external contributors and the Academy's SRE programme of study will be regularly evaluated by pupils and staff.

- 5.4 The Academy will also engage in positive sexual health promotion, including national and local events, which are significant for SRE (e.g. World Aids Day, Breast and Testicular Awareness campaigns). There will be signposting and information on Services within the Academy.

6. The Key Stage 3 Curriculum

6.1 During Key Stage 3 our pupils will learn about the following;

- i. Managing changing relationships and recognising the risk of personal safety in sexual behaviour
- ii. Being able to make safe decisions and ask for help and aid understanding of on and offline safety and exploitation
- iii. The relationship between their self-esteem and how they see themselves and develop skills of assertiveness in order to resist peer pressure and stereotyping (sex in society and clarifying mixed messages from the media).
- iv. Seeing the complexity of moral, social and cultural issues and be able to form a view of their own and develop confidence in talking about relationships, respect, equality, abuse, sexuality, gender identity, sex and content.
- v. Developing good interpersonal skills to sustain existing relationships and to help make new relationships
- vi. Being tolerant of the diversity of personal, social and sexual preferences in relationships
- vii. Develop empathy with the core values of family life in all its variety of forms
- viii. Recognise the need for commitment, trust and love in meaningful relationships and recognise the stages of emotions in relation to loss and change caused by divorce and separation

6.2 Within the PSCHE and science curriculum at Key Stage 3 and 4, most secondary pupils will also be taught knowledge, skills and develop an understanding about;

- i. Medically and factual content in relation to, fertilisation in humans and the physical and emotional changes that take place during adolescence
- ii. The human reproductive system, including the menstrual cycle, fertilisation and how the foetus develops in the uterus
- iii. How the growth and reproduction of bacteria and replication of viruses can affect health and the sources of advice and help such as at a genito-urinary medicine clinic
- iv. How the media influence understanding and attitudes towards sexual health
- v. How good relationships can promote mental well-being and the law relating to sexual behaviour of young people
- vi. The importance of respecting difference in relation to gender and sexuality
- vii. How it feels to be different and be discriminated against and the unacceptability of prejudice, homophobic and transgender bullying (see the Anti-bullying Policy for further details)
- viii. What rights and responsibility mean in relationships, taking into account the Law and their rights to confidential support from community healthcare services.

7. Learning Outcomes for Key Stage 4

7.1 By the end of Key Stage 4 pupils will be able to:

- i. Recognise the influences and pressures around sexual behaviour, respond appropriately and confidently seek professional health advice
- ii. Manage emotions associated with changing relationships with parents and friends
- iii. See both sides of an argument and express and justify a personal opinion
- iv. Have the determination to stand up for their beliefs and values
- v. Make informed choices about the pattern of their lifestyle which promote well-being

- vi. Have the confidence to assert themselves and challenge offending behaviour
- vii. Develop qualities of empathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- viii. Work co-operatively with a range of people who are different than themselves

7.2 Pupils will know and understand:

- i. The way in which hormonal control occurs, including the effects of the sex hormones, some medical use of hormones including the control and promotion of fertility
- ii. The defence mechanisms of the body
- iii. How sex is determined in humans
- iv. How HIV and other sexually transmitted infections affect the body
- v. The link between eating disorders and self-image and sexual identity
- vi. The risks of early sexual activity and the link with the use of alcohol
- vii. How the different forms of contraception work and where to get advice
- viii. The role of statutory and voluntary organisations
- ix. The law in relation to sexual activity for young people and adults
- x. How their own identity is influenced by both their personal values and those of their family and society
- xi. How to respond appropriately within a range of social relationships
- xii. How to access the statutory and voluntary agencies which support relationships in crisis
- xiii. The qualities of good parenting and its value to family life
- xiv. The benefits of marriage or a stable partnership in bringing up children
- xv. The way different forms of relationship including marriage depend for their success on maturity and commitment

7.3 Pupils will have considered:

- i. Their developing sense of sexual identity and feel comfortable with it
- ii. How personal, family and social values influence behaviour
- iii. The arguments around moral issues such as abortion: contraception and the age of consent
- iv. The individual contributions made by partners in a sustained relationship and how these can be of joy and benefit to both
- v. The consequences of close relationships including children and how this will create family ties which impact on their lives and those of others.

7.4 Child Exploitation in Key Stage 3 and Key Stage 4 provision;

The PSCHE programme incorporates the crucial role in raising awareness in preventing sex exploitation (and trafficking). It aims to allow pupils to understand the risks, develop the knowledge and skills to make safe choices and about relationships and sexual health. The emphasis is on that any child or young person, from any social or ethnic background, can be exploited. Boys and young men can be at risk as well as girls and young women.

Parents to be informed of key information to raise their awareness of the risks too, so that they can spot the danger signs and give their Child the help and support they need.

Staff have up to date child protection training (delivered by HCL), to make the signs of sex exploitation clear and what to do if they see them. For example;

- i. appearing with unexplained gifts or new possessions;
- ii. associating with other young people involved in exploitation;
- iii. having older boyfriends or girlfriends;
- iv. suffering from sexually transmitted infections;
- v. mood swings or changes in emotional wellbeing;
- vi. drug and alcohol misuse
- vii. displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Using regular use sources such as, CEOP (ThinkUKnow), NHS and

Barnardo's to develop and deliver age-appropriate information to children and young people that will enable them to understand and manage risks and make informed positive choices, helping to prevent sexual exploitation taking place and instilling resilience.

8. Quality Assurance of Key Stage 3 and Key Stage 4

8.1 A quality assurance programme is used to assess the delivery of SRE and ensure it is effective and age appropriate. This will be conducted by;

- i. Providing regular opportunities for pupils to give and receive feedback via pupil voice and questionnaires.
- ii. Learning walks to visit tutor sessions.

8.2 The Academy will set out clearly what is proposed pupils should have learned by the end of each key stage, and implement effective SRE assessment processes to improve learning and monitor changes in attitudes.

9. Confidentiality

Please refer to Appendix 1

10. Sex and Relationship Education and PSCHE

10.1 We do not believe that you can disassociate Sex and Relationship Education from much of Personal Social and Health Education. Many of the learning objectives relating to health, empathy, respect and responsibility are the same.

11. Monitoring, Evaluation and Review

11.1 The delivery of Sex and Relationships Education will be monitored by the Co-ordinator and the schemes of work will be reviewed and updated as appropriate on a yearly basis after consultation with teachers of this cross-curricular subject

11.2 The policy will be reviewed by the Leadership team and by Governors every two years.

Appendix 1

CONFIDENTIALITY IN SEX AND RELATIONSHIPS EDUCATION LESSONS

Confidentiality in the classroom

The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with pupils well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

General advice to teaching and support staff

- i. The key issues we wish to stress on confidentiality in sex and relationship education are;
- ii. Pupils will be reassured that their interests will be maintained
- iii. Pupils will be encouraged to talk to parents/carers
- iv. Ensuring that pupils know that teachers cannot guarantee complete confidentiality but that they will know first if it must be broken
- v. Ensuring that pupils are informed of sources of confidential advice

Disclosures

If we learn that an under 16 year old is sexually active or contemplating sexual activity, we will ensure that;

- i. The pupil is encouraged to talk to their parent/carer
- ii. Child protection issues are addressed
- iii. The pupil receives adequate counselling and information or referral to an appropriate service

Further details of procedures are outlined in the Child Protection Policy.

Dealing with questions

We will deal with questions about sex and relationships education by;

- i. Setting clear parameters of what is appropriate and inappropriate within the ground rules
- ii. Acknowledging if a teacher does not know the answer to a particular question
- iii. Acknowledging a question which may be too explicit, is age inappropriate for the pupil or the whole class or raises concerns about sexual abuse, and promising to attend to it later on an individual basis

Appendix 2

WITHDRAWAL FROM SEX AND RELATIONSHIPS EDUCATION LESSONS FORM (other than National Curriculum Science)

Name of Pupil -

Tutor group -

Year Group -

Date of Parent/Carer request for withdrawal

Subjects involved

Staff to be informed

Any special comments by parents/carers to be made known to staff

NB Parents/carers do not have to make their reasons for withdrawal known

Signature of Parent/Carer

Signature of Vice Principal

Time table attached showing lessons and times affected Yes/No

COPY TO PRINCIPAL AND PUPIL FILE