

Sex and Relationships Education

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Version Control Document

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1. Introduction

- 1.1 This policy is one of a suite of academic policies which have been developed by Transforming Education in Norfolk (the TEN Group). These policies have been created in order for the TEN Group's educational institutions (excluding City College Norwich) to meet their statutory and legislative obligations as well as to provide procedures and practices which ensure equity of treatment for all our pupils, students and learners.
- 1.2 Many of these policies are in two parts. Where this is the case, whichever part the document refers to is stipulated on the front cover of the document. Part one documents are matters of principle and policy and cover either the whole group or individual trusts (including our multi-academy trust and the colleges) within the Group. Part 2 documents of a policy are used where there are localised differences in implementation in one or more of educational entities, for example an individual academy.
- 1.3 The TEN Group's Sex and Relationship Education Policy has been developed in accordance with the current requirements of the law and takes into account the Children's Acts of 1989 and 2004, the Education Acts of 1993 and 2002, the National Teenage Pregnancy Strategy and National Healthy Schools Programme and the Department for Education's (DfE) "Sex and Relationship Education Guidance" (2000).
- 1.4 Definition of Sex and Relationships Education

Sex and Relationships Education (SRE) is an educational entitlement for all young people. It is lifelong learning about physical, moral and emotional development and about sex, sexuality and sexual health.

SRE aims to support young people in managing puberty and adolescence and to prepare them for adult life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2. Policy Aims and Objectives

This two part policy defines the provision of SRE in our TEN Group Academies/Colleges and includes information about the right of parents and carers to withdraw this provision for their child.

3. Policy Statement

- 3.1 The TEN Group 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 the wider TEN Group Academy/College context and support 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 parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/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.

3.2 The aim of SRE is 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 aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behavior, 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 physical benefits of 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.

4. Scope

This is a TEN Group Academies/Colleges Academic Part 1 Policy. It does not include City College Norwich which has its own policies. As such, it provides the policy statement to be followed by all institutions that are part of the Norfolk Academies Multi-Academy Trust, City Academy Norwich and the University Technical College Norfolk. As aforementioned, Part 2 policies state the implementation procedure followed by the individual institutions relating to this policy.

5. Legal Requirements

This policy is required by the Department for Education (DfE) and falls into the category of:

A. Statutory Policies Required by Education Legislation

6. References to Related TEN Group Policies

Not applicable.

7. Equal Opportunities Statement

This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.

There may be potential impact in respect of students who may share one or more of any of the nine protected characteristics. This policy, together with any following Academy Part 2 policy, is specifically written with the aim to ensure that all necessary sensitivities in the provision of sex and relationships education and parental/carer choice for 'opting out' are clarified and applied consistently.

In addition, each individual Academy within the group, will have published their own Accessibility Plan which stipulates the expectations for access to the curriculum for students who have a defined disability.