

# Sex and Relationships Education Policy

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<b>Approval Board:</b>	Norfolk Academies
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	<small>The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.</small>
<b>Legislation or regulation:</b>	Department of Education Statutory Guidance on Sex and Relationship Education Norfolk Academies Funding Agreement

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## **SECTION 1: NORFOLK ACADEMIES STATEMENT OF INTENT**

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1.1 Norfolk Academies recognise that 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.

In our Academies, 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.

1.2 Norfolk Academies believe 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 Academy 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 and 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.
- Provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health.
- 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.

1.3 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.

## **SECTION 2: SCOPE**

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2.1 This is a Norfolk Academies Statutory Policy for Attleborough Academy Norfolk. As such, it provides the policy to be followed at the Academy.

## **SECTION 3: LEGAL REQUIREMENTS**

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

*A. Statutory policies required by Education Legislation*

## **SECTION 4: POLICY**

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### **4.1 Principles and Values**

4.1.1 Sex Education at Attleborough Academy Norfolk (AAN) has three main elements:

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;

- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **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;
- the avoidance of unplanned pregnancy.

## **4.2 Aims of the Provision**

4.2.1 The aim of Sex Education 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 Sex Education 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 behaviour;
- 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 arguments for delaying sexual activity;
- understand the reasons for 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.

### **4.3 Organisation and Content of Sex Education**

- 4.3.1. AAN specifically delivers Sex Education through its PSHE Programme, RE and Science lessons at Key Stage 3 and Key Stage 4.
- 4.3.2 Much of the Sex Education at AAN takes place within Citizenship lessons with support from professionals where appropriate. Sex Education lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science Curriculum contributes to the provision of Sex Education and is delivered by staff in the Science department (please see Appendix 1). These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- 4.3.3 The PSHE Programme and Science Curriculum is taught in every year group.
- 4.3.4 In Key Stage 3, students learn how good relationships can promote mental well-being, to manage their feelings positively and explore the nature of friendships. They learn how to manage changing relationships including attraction and crushes.

They explore communication skills; conflict, negotiation, assertiveness and appreciation as well as helping students through the process of adolescence. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, learning the importance of turning to trusted adults, accessing help and support, how to access sources of advice and support (both on a local and national level), when and where to get help. Students receive alcohol education considering real life situations e.g. parties.

- 4.3.5 In Key Stage 4, students learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other sexually transmitted infections (STIs) affect the body, how different forms of contraception work including condoms, condom demonstrations, safer sex and its negotiation, the risk of early sexual activity and the link with use of alcohol. Students learn the issues around unplanned pregnancy and pregnancy choices and challenging myths and misunderstandings. Discussions around moral issues such as abortion, contraception and the age of consent are all considered as well as challenging stereotyping and prejudice, sexual stereotyping and challenging homophobia.

- 4.3.6 Any Sex Education lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- 4.3.7 Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

#### **4.4 Inclusion**

- 4.4.1 We will endeavour to ensure that all necessary support is given to those students who share one or more of the nine protected characteristics and also those who have a special educational need or disability.
- 4.4.2 Due to the sensitive nature of some of the content, in Sex Education there will be particular focus on:

##### **Ethnic and Cultural Groups**

We intend our practice to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

##### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate for and sensitive to the particular needs of all our students, taking specialist advice where necessary.

##### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationships education is relevant to them.

#### **4.5 Right of Withdrawal of Students from Sex Education**

- 4.5.1 Some parents or carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Sex Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases.
- 4.5.2 Parents and carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents and carers are welcome to review any Sex Education resources the Academy uses.

4.5.3 In order to withdraw their child from Sex Education, parents or carers should write to the Deputy Principal.

#### **4.6 Confidentiality, Controversial and Sensitive Issues**

4.6.1 Teachers cannot offer unconditional confidentiality. Sex Education may bring about disclosures of safeguarding children issues and all staff should be conversant with the procedures for reporting their concerns within the Academy's Whole School Safeguarding Children Incorporating Child Protection Policy guidelines. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parents or carers and if necessary, to seek medical advice;
- child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the Academy's procedures;
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

4.6.2 In any case where Child Protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

4.6.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the Academy's confidentiality protocols.

#### **4.7 Monitoring and Evaluation of Sex Education**

4.7.1 It is the responsibility of the Head of Citizenship and PSHE to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall Academy plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the Head of Citizenship and PSHE.

4.7.2 Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the Academy's Sex Education policy and on support and staff development, training and delivery.

## **APPENDIX 1: PROVISION OF SEX EDUCATION IN SCIENCE**

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1.1 The Science Faculty delivers Sexual Education in relation to the scientific ideas based around reproduction and relationships.

### **Key Stage 3**

- Sexual education is introduced in Term 5 of Biology at Key Stage 3 with a broad lesson on reproduction based around sexual and asexual reproduction with students able to identify organisms and what method of reproduction they use.
- Students then move on to looking at male and female reproductive organs with a focus on using correct scientific vocabulary and the function of the organs. This lesson then explores fertility.
- Students then move on to look briefly at intercourse and fertilisation, focussing on gametes and embryo production.
- Puberty, menstruation and pregnancy are then covered over the following three lessons focussing on changes that happen to the human body during these stages of the human life cycle. These lessons often involve a more PSHE approach to sex education through sensitive question and answer sessions depending on experience and confidence of the teaching staff.
- The topic concludes with a lesson on healthy pregnancy followed by a lesson on birth. The healthy pregnancy lesson covers substance misuse during pregnancy and explores the effect of a mother's lifestyle and the health of her unborn child. The final lesson is based around the biological processes involved in birth.

### **Key Stage 4**

- Sexual education is covered intermittently across the Key Stage 4 curriculum and first appears in a broad lesson based around sexually transmitted illnesses.
- The menstrual cycle is then used as a case study for hormones and their role in the human body which involves re-visiting puberty and explore the mechanisms controlling the menstrual cycle. The artificial control of fertility follows which explores the use of contraceptive pills and IVF
- Types of reproduction are covered towards the end of core Science followed by cloning and debates surrounding using technology.

Additional Science re-visits sexual reproduction and the process of cell division and then moves onto inheritance and stem cell and embryo science and ethics.

## **SECTION 5: EQUAL OPPORTUNITIES STATEMENT**

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- 5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.
- 5.2 There may be potential impact in respect of students who may share one or more of any of the nine protected characteristics. This 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.