



The aims of Sex and Relationship Education

The aims of Sex and Relationship Education are:

- to develop knowledge and understanding about growth, development and human reproduction;
- to foster self-esteem, self awareness and a sense of moral responsibility;
- to develop the skills to avoid and resist unwanted sexual experience;
- to encourage exploration of values and attitudes;
- to consider sexuality and personal relationships;
- to develop communication and decision-making skills;
- to develop healthy relationships and raise awareness about online safety;
- to be taught the facts about the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to be aware of sexual consent, exploitation, abuse, grooming and domestic violence in an age-appropriate way.

The Framework for RSE

This area of the curriculum is organised using the principles of The Framework for RSE, launched in June 2019.

These are:

- Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives;
- The objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development;
- Sex and Relationship Education plays an important role, alongside other aspects of the curriculum and Academy life, in helping students deal with difficult moral and social questions;
- As part of Sex and Relationship Education, students should be taught about the nature and importance of marriage for family life and bringing up children;
- Secondary students should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health;
- Sex and Relationship Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.

What is Sex and Relationship Education

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.

It has three main elements:

- 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;
 - 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 the range of local and national sexual health advice 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.

Organisation and Content of the Sex Education Programme

Sex and Relationship Education is taught to students through their PHSCE, RE, tutorial programmes and Science.

Detailed schemes of work are available in the relevant department handbooks.

However, as Science contributes significantly to the programme this is reproduced in outline below.

National Curriculum Science

Key Stage 3

that fertilisation in humans is the fusion of a male and a female cell;
about the physical and emotional changes that take place during adolescence;
about the human reproduction system, including the menstrual cycle and fertilisation;
how the foetus develops in the uterus;
how the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4

the way in which hormonal control occurs, including the effects of sex hormones;
some medical uses of hormones, including the control and promotion of fertility;
the defence mechanisms of the body;
how sex is determined in humans.

Teaching Methods and Staffing

The programme is co-ordinated by the PHSCE coordinator. It is taught by a team of Teachers from different subject areas and through immersion days.

The approach used is left to the individual Teacher concerned, though there are guidelines for this as well as for lesson content, supporting materials and visual aids to be used with students. These will be used in conjunction with this Policy document.

To review the effectiveness of the programme, review meetings will be held. Within the classroom, individual Teachers assess the comprehension of the issues covered through questioning and discussing topics with the students as well as through written work.

The resources are selected by the PHSCE coordinator in conjunction with the teaching staff and subject leaders responsible for the delivery of the programme.

A selection of suitable resources is available for teaching staff to use for reference purposes and to be used with teaching groups.

Outside speakers are invited where appropriate.

Staff Development

Any member of staff can request appropriate Continuing Professional Development for the development of this knowledge of Sex and Relationship Education and its delivery.

Specific Issues

Confidentiality: Any information of a confidential nature given by a student to a member of staff is passed on to the designated member of staff for Child Protection.

Child Protection Procedure: Members of staff are NOT permitted to initiate conversations with individual students about sexual or any other type of abuse. If approached, staff can only listen and then pass the information on to the designated member of staff for Child Protection.

Child Withdrawal Procedures: If a Parent requests their child is withdrawn from Sex and Relationship Education lessons, the PHSCE Coordinator will make alternative arrangements. Any Parents with concerns about the content of the programme can be sent full details.

Bullying: See Behaviour Policy

Complaints Procedure: see the S&E Complaints Policy.

HIV: At the present time, the 'HIV and AIDS Guide DFE 1991' states that there is no statutory requirement to report cases of HIV or AIDS to the medical authorities.

Pupils with additional educational needs: As far as appropriate, young people with special education needs follow the same RSE programme as all other students.

Working with Parents

The Academy Prospectus makes it clear that Sex and Relationship Education is included as part of the Academy curriculum at various stages in a student's career and that Parents do have the right to withdraw their child from such lessons. The procedure for exercising that right is explained in the prospectus. It is the policy of this Academy to encourage Parents to allow all children to take part in these lessons.

Any Parent wishing to discuss Sex and Relationship Education is able to do so with the PHSCE Co-ordinator or a member of the Senior Leadership Team.

Equal Opportunities

The teaching programme is offered to all students.

Dissemination of the Policy

A copy of this Policy document is included in the handbooks of the curriculum areas which deal with Sex and Relationship Education and is, as explained, in the Academy prospectus. The prospectus is available for inspection by Parents or other interested parties in the Academy during normal working hours but parents may request an individual copy to take home.

Monitoring and Evaluating the Policy

Individual Teachers will evaluate the effectiveness of the programme from monitoring the discussions and work that takes place in their lessons and how these develop as the students gain knowledge in the subject.

Review meetings are held to discuss the current syllabus and any alterations or adaptations that might be necessary.

Policy Review

The effective date of this policy is September 2019

The policy was approved by the Governing Body on 10 December 2019