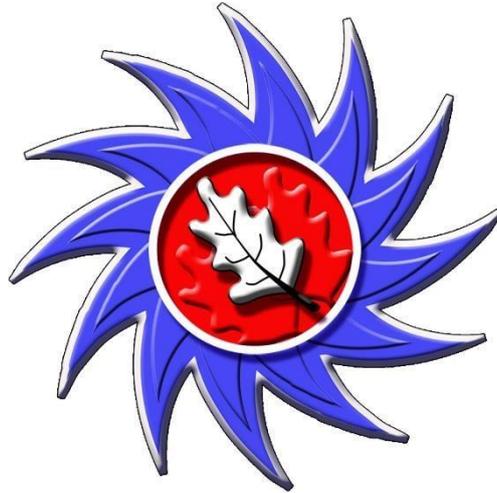


# ACKLAM GRANGE SCHOOL



## Sex and Relationship Education Policy

2020-2021

Status & Review Cycle	Term	Year
Last Review Date/Policy Adopted	Autumn	2019
Next Review Date	Autumn	2021
Lead	Mrs L Gowland	

This school is an academy within The Legacy Learning Trust.



## **ACKLAM GRANGE SCHOOL**

### **SEX AND RELATIONSHIPS EDUCATION POLICY**

#### **INTRODUCTION**

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000 and also with regard for the supplementary advice to the guidance developed by the Sex Education Forum, Brook and the PSHE Association.

The Governing Body has reviewed the previous sex education policy of our school in order to bring it into line with this new legislation. This review has been undertaken by a working party of key teaching staff from contributory curriculum areas. The draft policy was then further discussed and re-drafted by the Curriculum Sub-Committee of the Governors.

The framework for this policy is that it is:

- a) Compatible with the written aims and objectives of the school which are available to parents upon request.
- b) Based on a clear moral framework which is supported by the ethos of the school.

#### **MORAL FRAMEWORK**

This is underpinned by the commitment to Equal Opportunities as expressed in the Equal Opportunities Policy for our school.

The ethos of trust, honest and mutual respect is also a central strand of all that we do.

Students are encouraged to understand:

- The difference between right and wrong
- Respect for others truth and property
- How actions can affect others
- How to make reasoned judgements
- The importance of moral behaviour

Children should be taught sex and relationship education within a moral framework which encourages the following values:

- Self-respect
- Respect for others
- Honesty
- Non-exploitation in sexual relationships
- Commitment and trust
- Acknowledgement of rights, duties and responsibilities in sexual relationships

## **THE POLICY**

### **DEFINITION**

Within the supplementary guidance outlined in the introduction sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, gender orientation, sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE), referred to at Acklam Grange as PRIDE.

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### **PRINCIPLES AND VALUES**

In addition we 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 this wider school context and supports 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 are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents 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.

Sex and Relationship Education in this school 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 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.

### **AIMS**

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 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 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.

## **ORGANISATION AND CONTENT**

It is compulsory for pupils in secondary education to have sex education that includes coverage of HIV and AIDS and other sexually transmitted infections. A planned programme, which takes account findings from the MYPRIDE questionnaire, age of the students, their concerns and levels of maturity of our students, will be delivered as outlined below.

Acklam Grange specifically delivers Sex and Relationship Education through its PRIDE (PSHE) Programme, RE and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Acklam Grange takes place within PRIDE lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PRIDE 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 National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PRIDE Programme and Science National Curriculum is taught in every year.

Any SRE 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.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PSHE co-ordinator who will help with planning or delivery of lessons if required.

Informal assessment is carried out at the end of every lesson and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **INCLUSION**

### **Ethnic and Cultural Groups**

We intend our policy 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 SEND**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate 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 gender and sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **WITHDRAWAL**

Some parents 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 and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

## **CONFIDENTIALITY**

In line with our Safeguarding and Child Protection Policy, the following applies:

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse, the student would be referred to ARC Services RELATE where specialist staff can do the following:

- the young person will be persuaded, wherever possible, to talk to parent/carer 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 school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

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. 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 school's safeguarding and child protection policy guidance.

## **MONITORING AND EVALUATION OF SEX AND RELATIONSHIP EDUCATION**

It is the responsibility of the Deputy Headteacher with responsibility for PRIDE to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The PRIDE programme will be monitored in collaboration with Year Leaders throughout the academic year. Regular opportunities for review and development ensure that self-evaluation is robust.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

## **REVIEW**

This will take place on a biannual basis following a report by the Headteacher to the Local Council.

It will also take place after changes in national legislation or by a new Local Council.

## **DISSEMINATION OF THE POLICY**

All staff, teaching and non-teaching, will be provided with a copy of this policy.

A full policy statement will be available in school, upon request.