

Sex and Relationships Education Policy



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Responsible Officer: Vice Principal Pastoral

Mission, Vision & Values



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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Governing Body' is used it refers to the Local Governing Body of an individual academy within the Trust.

Where appropriate the Governing Bodies of individual academies will publish details of the procedures and practices to implement Trust policies.

Related Policies and Procedures

- Safeguarding Policy
- Behaviour Policy
- Inclusion & Equality Statement (Students)
- Academy-level procedure documents

1. Policy Statement

- 1.1. Sex and Relationships Education (SRE) is firmly rooted within the framework of Personal, Social and Health Education and is fully supported by the leadership team and governors. The broader remit for SRE requires each academy to adopt a whole-academy approach, complementing the Trust's positive ethos and aims to empower all students regardless of sex, sexuality, gender, ethnicity, faith, ability or disability. The fostering of positive relationships, encouraging young people to be emotionally literate and engendering an atmosphere of mutual respect is the responsibility of all staff.
- 1.2. Each academy will build a strong support network into its pastoral care approach, which enables students to access individual guidance. This includes Heads of Faculty, Assistant Principals (with pastoral responsibilities), Year Leaders, Tutors and the academy nurse, amongst others.

2. Scope and Principles

- 2.1. This policy has been developed in line with the Department for Education Sex and Relationships Guidance. Sex and Relationships Education is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.
- 2.2. This policy, in line with all other Trust rules and expectations of behaviour, applies not only within each academy's boundaries but on all visits, trips and residential visits, including those made outside of normal school hours. The school day includes the journey to and from an academy when wearing the academy's uniform.
- 2.3. Our Trust aims to provide young people with:
 - relationship skills that prepare them for the challenges of the teenage years;
 - opportunities to explore their own values and develop their own moral framework;
 - opportunities to understand and accept difference and diversity;
 - an understanding of their own bodies;
 - the ability to know where to seek help and advice;
 - high self-esteem, self-awareness and emotional health;
 - an awareness of the right they have over their own body;
 - the skills to be assertive;
 - good communication skills;
 - the skills to make positive informed choices (that reduce risk);
 - the ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others;
 - the ability to take responsibility for and accept the consequences of their own actions;
 - the knowledge to reduce the risks to their own and the health of others; and
 - the ability to understand the risks to health and well-being associated with teenage conception.
- 2.4. We aim to provide students with information on sexual health, and to promote discussion and thought into the different emotions and values involved in relationships. Through this we aim to enable students to develop skills and form positive beliefs, values and attitudes which will enable them to make the right choices for themselves when the time comes. SRE (including education about FGM, consent, HIV and AIDS and other sexually transmitted infections) will be provided for all registered students and it is given in such a manner as to

encourage those students to have due regard to moral considerations, the value of family life and Christian distinctiveness (where appropriate). Each academy within the Trust will aim to deal honestly and sensitively with sexual orientation, answer appropriate questions and provide support. Homophobic bullying, as with any other type of bullying, will not be tolerated. Some aspects of Sex and Relationships Education will also be covered in Religious Studies and Science, complementing and reinforcing the SRE aims.

3. Working with Parents

- 3.1. We recognise that parents are the key people in teaching their children about sex and relationships. The teaching offered will aim to be complementary and supportive to the role of parents. This policy document is available to all parents/carers on each of the academy websites. Parents have a statutory right to withdraw their child from all or part of the programme outside national curriculum Science. Parents can be informed of when sex and relationships lessons are taking place and through contacting the respective academy. Arrangements can be made to give meaningful work to students who are withdrawn from these lessons.

4. Moral and Values Framework

- 4.1. Sex and Relationships Education will be taught within the following moral and values framework engendering:
- self-respect;
 - respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
 - an awareness of the way others feel;
 - mutual support and cooperation;
 - honesty and openness;
 - the acceptance of the responsibility for and the consequence of personal actions;
 - the right of people to hold their own views within the boundaries of respect for the rights of others;
 - the right not to be abused by or taken advantage of by other people;
 - the right to accurate information about sex and relationship issues; and
 - awareness of the Christian Distinctiveness in relation to SRE at the Trust's Christian academies.

5. Teaching and Learning

- 5.1. Our programme of Sex and Relationships Education is firmly rooted within the framework of Personal, Social and Health Education and it is the responsibility of the Assistant Principal (Pastoral) or equivalent at each academy. Our aim is to provide a well-balanced appropriate programme of study which focuses on boys and young men as well as girls and young women. It is important that staff feel confident in delivering Sex and Relationships Education and in implementing this policy. Each academy will ensure that members of staff and the wider academy community are regularly consulted as to their training needs and training is provided as appropriate to keep up to date with developments in Sex and Relationships Education. Training may be accessed through Catherine Kirk (the SRE link for Nottingham City Council). Lessons are taught by tutors who all complete relevant CPD training. Students

receive a 30-week programme of Sex and Relationships and Drugs Education throughout years 7-10 and a 20-week programme in year 11, with one lesson being delivered each week. Lessons are taught in mixed gender, mixed ability groups. Staff are aware that children come from backgrounds which reflect a range of values and experiences and that sensitivity will be needed.

5.2. Teaching methods adopted in the classroom:

- offer a rich variety of opportunities for active learning;
- incorporate a range of teaching and learning styles including group discussions, debates, role play;
- ensure access to comprehensive, unbiased and accurate information;
- specify availability of relevant and appropriate advice and support;
- ensure continuity and progression by visiting and revisiting issues as students develop and their needs change;
- consider the attitudes and values of students and a range of other significant groups in society, towards sex and relationships.

5.3. Due to the sensitive and sometimes controversial nature of the subject, ground rules will be discussed, negotiated and adopted. Confidentiality is achieved through setting ground-rules or a group agreement at the beginning of the session (guidance for confidentiality, referrals, disclosure, and guidance for visitors and outside agencies, see academy-level procedures).