SEX & RELATIONSHIP EDUCATION

Updated: March 2017

Approved at Quality & Standards: 21st March 2017

Next update: Spring 2020

or sooner as legislation changes.
Contents

1. Introduction
2. Aims and Objectives
3. Management and co-ordination
4. Staffing and staff-development
5. Curriculum planning and organisation
6. Curriculum delivery
7. Partnerships
8. Equality of opportunity
9. Assessment, recording and reporting
10. Monitoring, evaluation and review
11. Confidentiality and specific issues
12. Policy review

APPENDIX: Overview of SRE content covered by Key Stage
1. **INTRODUCTION**

This policy was drafted in light of DfE Sex and Relationships Education Guidance published in 2000, the SRE for the 21st century supplementary guidance published in 2014 and the aims and objectives of the Whitley Academy PSHE and Citizenship Curriculum.

This policy provides information on how we provide Relationships and Sex Education as part of the Personal, Social and Health Education/Citizenship framework and as part of the statutory Science National Curriculum.

This policy is made available to all staff in the Staff Handbook and is available on request to other persons who wish to have a copy. A summary of the schools stance on and delivery of Relationships and Sex Education is in the school prospectus.

The term sex and relationships education (SRE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

SRE 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’ (Sex and Relationship Education Guidance, DfE 0116/2000).

2. **AIMS AND OBJECTIVES**

- Whitley Academy believes that the essential aim of SRE should be to give students the facts, knowledge and skills to make informed and responsible choices now and in later life.

- We aim to help young people to feel positive about themselves and help them to enjoy healthy, safe, responsible and fulfilled lives by taking increasing responsibility for their choices and behaviours.

- We also feel that SRE should contribute towards promoting the spiritual, moral, cultural, mental and physical development of students at school by preparing them for the opportunities, responsibilities and experiences of adult life.

- The importance of stable, loving relationships defined by many as “the family” is the main context within which the above will be addressed.

- Students are encouraged to identify and articulate feelings and emotions, form and maintain effective relationships with a wide range of people, and reflect on and clarify their own beliefs and values.

The School intends to achieve the following objectives:

- To give students opportunities to explore and clarify what it means to have healthy relationships both in person and online.
• To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable loving relationships. To help them understand that positive relationships are important and can generate strong feelings and emotions.

• To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.

• To ensure students understand how the Law applies to sexual relationships.

• To give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential help services.

• To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people’s decisions, rights and bodies.

• To help young people to recognise risks and to develop skills to negotiate, avoid and resist unacceptable/unwanted wanted sexual pressure both in person and online.

• To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this with a clear focus on moral values, moral responsibility and legal expectation both in person and online.

• To provide appropriate information and support to students where we become aware of their involvement in sexual activity. The School recognises the duty of care to inform parents and other agencies as required by Law, National and Local Guidance.

• To promote the above through Years 7 to 13 as a pro-active response to student need and to revisit key themes to reinforce and develop understanding and acquisition of essential knowledge.

2.1 MORAL AND VALUES FRAMEWORK

As a comprehensive school we value all members of our community as individual people with differing needs and abilities. We are working to provide a stimulating and caring environment in which everybody can thrive.

Following from this our aims are:

• To develop to the full, the skills, capabilities, talents and intellectual potential of each pupil.

• To ensure all students have an appreciation of the spiritual dimension in their lives and that they value our multi-cultural and multi-faith society.

• To ensure that students develop a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others.
• To ensure that students develop interpersonal skills, flexibility of attitude, enterprise and self-sufficiency to enable them to relate successfully to their peers, adults and the wider community.

• To prepare students for further education, employment, adult life and parenthood.

• To develop to the full, the potential of each member of staff.

• To ensure parents and friends of the school feel they have a role to play in the achievement of our aims and can influence and contribute to the development of the school.

• To involve the community in the life of the school and involve ourselves in the community we serve.

3. MANAGEMENT AND CO-ORDINATION

Management and co-ordination responsibility is the Assistant Vice Principal's in the first instance as part of overall responsibility for the co-ordination of the PSHE / Citizenship Curriculum. The Assistant Vice Principal has responsibility for supporting policy implementation by providing advice and support to governors, senior managers, curriculum leaders, and classroom teachers and support staff.

Co-ordination of the PSHE / Citizenship curriculum strand SRE is then devolved to the Curriculum Leader Science, PSHE / Citizenship Co-ordinator and to tutor teams for the relevant year groups. PSHE staff meet as a team to implement and monitor the PSHE / Citizenship Curriculum.

This structure will ensure that:

• The sex and relationships education policy is disseminated to all members of the school community and is thoroughly discussed and understood.

• Clear roles and responsibilities for policy implementation are identified.

• The underpinning aims, values and attitudes of sex and relationships education are made explicit.

• Appropriate schemes of work and supporting materials will exist to ensure effective delivery of the curriculum.

• Provision is made for ongoing professional development and training.

• The links between sex and relationships education and other school policies are identified and made.

• There is an awareness of and local and national resources that support PSHE and the teaching of SRE.
Relationships are fostered with Local Health Services who can support both curriculum development and access to services.

External agencies are familiar with both the school’s sex and relationships education policy and confidentiality guidance.

Schemes of work will take into account National Curriculum requirements, Healthy School initiatives, school priorities for the personal and social development of the students, local priorities and initiatives, racial and cultural differences, DfE guidance on SRE and the special needs and maturity levels of individual students.

The school will ensure progression and continuity in all aspects of SRE by providing repeated opportunities to revisit key themes and by ensuring that schemes of work for Years 7 – 11 are clearly linked, building upon each other with age appropriate objectives.

Quality assurance is in place through the implementation of the PSHE / Citizenship review process.

4. **STAFF DEVELOPMENT**

All staff, including support staff, should have access to training and support that relates to the sex and relationships education curriculum and its style of delivery.

There should be a member of staff within school who is working towards or has completed the National PSHE CPD Certificate or equivalent training.

Areas of staff expertise and individual staff development requirements will be identified through existing staff development systems. They will be ascertained through the review process in place for the development of the PSHE / Citizenship curriculum. This consists of lesson observation, tutorial team self review – including moderation of student outcomes and student feedback / student self-assessment.

5. **CURRICULUM ORGANISATION AND PLANNING**

Relationships and sex education will be delivered through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time for sex and relationships education within the planned Science and PSHE / Citizenship curriculum for all students.

- Whole School approaches including:
  - relevant use of the wider school curriculum and school ethos,
  - use of external expertise for workshops and events including School Nursing, SHADOW, School Youth Workers
  - explicit links made by teachers between this strand of the PSHE / Citizenship Curriculum and other related strands,
  - the development of student understanding of moral / health issues
  - the use of off timetable / breakout activities
Parents have the right to withdraw their children from all or part of the SRE curriculum provided at school except for those parts included in the statutory National Curriculum. Any parent wishing to withdraw their child will be encouraged to make an appointment with the Pastoral Leader to discuss the matter. Parents will be invited to consider the entitlement issue for their child but their decision will be respected and supported.

6. CURRICULUM DELIVERY

The School will deliver the SRE curriculum as an integral part of the Personal, Social and Health Education / Citizenship curriculum. This programme is relevant to the needs and experiences of all students. It is delivered within a positive climate where students and adults are able to talk openly and honestly. This allows for a comfortable climate within which students can best engage with the subject matter. SRE is part of a wider educational experience about being a responsible citizen and one who is fully self-aware. The overview of the content covered in each Key Stage is attached as an Appendix.

In order to cover effectively all the aspects of relationships and sex education, a wide range of teaching and learning styles will be employed in order to engage students and develop their knowledge and understanding.

The delivery of the programme will also build upon the subject expertise, the capability and the experience of Tutors / PSHE teachers as well as expect Tutors / teachers to develop new methods of delivery. This is important in order to retain the confidence of staff in delivering the programme.

Teaching will be in mixed gender groups in the first instance. Where required due to student need single sex groupings will be created.

Students will be given opportunities to give input into the programme content prior to delivery and will play a key role in the evaluation of units delivered.

6.1.1 Resources will be up-to date, relevant to students and presented in ways that are consistent with the fundamental aims of the PSHE / Citizenship curriculum. Overall responsibility for resources is held within the coordination structure. Resources supporting the programme will be stored by the PSHE/Citizenship Co-ordinator and Curriculum Leader Science and will also be available for teaching staff in the E staffroom.

In addition to existing resources the school aims to review and update resources regularly in accordance with budget allocation given to the PSHE / Citizenship budget area and external development funding opportunities. The Curriculum Leader Science and PSHE / Citizenship Co-ordinator will monitor materials for the programme, as they become available.

6.2 The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. Where other professionals are to be involved their contribution will be properly planned with a formal agreement on content, delivery styles and monitoring processes. Their contribution will compliment planned work and be appropriate to the age and maturity of the students involved. Teachers will always
be involved so they can deal with questions and concerns. Teachers will evaluate sessions delivered by external agencies and report back to the PSHE / Citizenship Co-ordinator.

7. **PARTNERSHIPS**

The school values working in partnership with parents and carers and with the wider community and sees this as an essential element of developing this policy and the school’s SRE programme.

8. **EQUALITY OF OPPORTUNITY**

A commitment to Equal Opportunities will be built into all aspects of SRE. This policy links closely with the Equal Opportunities Policy, SEN Policy and practice, Confidentiality, the School Rules (particularly with regard to bullying) and guidelines on Child Protection.

Students will be given accurate information and helped to develop skills that will enable them to understand difference and to respect themselves and others in order to prevent and remove prejudice. The School Rule expects consideration and respect of all within the school community. This will be reinforced with regard to gender and sexual orientation through the SRE programme and through the overall PSHE / Citizenship programme.

The wider curriculum experience will also work to develop a respect for others and an understanding about the unacceptable nature of prejudice and its negative impact upon people within society.

It is well documented that students are sometimes bullied because of their perceived sexual orientation. The school takes this and all forms of bullying seriously.

The School will also meet individual student’s needs to enable them to achieve knowledge, skills and understanding about their own personal relationships. This may involve providing particular support for individual students. Teachers will deal sensitively with sexual orientation, answer appropriate questions and offer objective and helpful support.

9. **ASSESSMENT, RECORDING AND REPORTING**

The assessment, recording and reporting of SRE will take place in accordance with whole school policy. Formative and summative assessments will take place through the delivery of the schemes of work against the learning outcomes of the programme or unit of work. Formal levels and marks will be awarded within the PSHE / Citizenship programme at KS3 to show where students have met the learning outcomes.

The reporting of individual achievement and progress will include skill development, acquisition of knowledge and understanding and an ability to take a moral perspective. Progress in these areas will be reported through Annual Reports to parents – relevant comments made within the Citizenship section and in the Science report - including Science attainment targets and also by feedback to individual students orally and in written form.
10. **MONITORING, EVALUATION AND REVIEW**

Provision for SRE will be monitored, evaluated and reviewed by Senior Management and the co-ordination structure described in section 3. This will be done by ensuring:

- that whole school SRE objectives are as required,
- standards of teaching and learning expected are achieved,
- there are adequate resources,
- that Schemes of Work are being taught appropriately,
- that there is full consultation with staff, students, parents and governors.

11. **CONFIDENTIALITY**

In accordance with the DfE ‘Sex and Relationships Education Guidance’ the school will:

- ensure that all staff, students and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- ensure that students are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality.
- ensure that students are informed of sources of confidential support, for example, the school nurse, counsellor, GP or local young person’s advice service.
- encourage students to talk to their parents or carers and give them support to do so.

School Staff and external agencies will always follow the school’s child protection procedures.

11.1 **SPECIFIC ISSUES**

*In managing individual issues that may arise with regard to SRE the School will support students as follows:*

- A support network is available to students experiencing difficulties – in the first instance this will be the Tutor, LSCW or other trusted staff as appropriate for the student and the issue. Other Agencies that work with the school will be utilised as required. This is managed through a Multi Agency strategy coordinated by a senior manager.

- Child Protection – all staff have access to the School Policy and practice in the Staff Handbook and are expected to follow clear procedure.
• Arrangements for students who are withdrawn from sessions – a suitable curriculum provision will be made available for any individual student to work independently in a designated part of the school or to work with a tutor on relevant aspects of the PSHE / Citizenship programme or subject specific material as needed given the context.

• Involvement of outside agencies – students will have access to appropriate information to enable them to make independent decisions about use of external agencies. Where appropriate and in accordance with local / national guidance students will be referred directly to outside agencies.

• The school will seek to always involve the parents in the decision making process unless there is proper reason not to. This is determined by local and national guidance and staff are expected to confirm the right course of action by referral to senior members of staff.

• Support for students infected or affected by HIV, Hepatitis B or C – the school will work within established policies for SEN and Equal Opportunities and seek to work with students, their families and external agencies to maintain an individual with specific issues within a mainstream environment

• Support offered by health professionals within school - the School Nurse will be available at specified times for student access.

11.2 PREGNANCY AND PARENTHOOD

Whitley Academy follows the Local Education Authority’s procedures for supporting pregnant schoolgirls and school aged mothers. The Reintegration Officer for Coventry will be notified of any confirmed pregnancy and, together with the school, will negotiate the most appropriate means of continuing the education of the young person concerned.

12. POLICY REVIEW

This policy has been updated in March 2017, however, it will require further detailed scrutiny, testing and revision with regard to expected imminent changes in DfE guidance and statutory requirements. This policy will therefore be reviewed over the academic year 2017 / 2018 by those with specific responsibility within the coordination structure as DfE guidance and statutory requirements are published. This review will also involve PSHE / Citizenship Co-ordinator, the relevant tutorial teams, LSCW and Inclusion staff, students, Governors and parents.

This review will take the form of:

• ongoing monitoring and review of individual schemes of work an overview of the whole strand by the end of the academic year 10 / 11 to ensure planned continuity and progression

• a process of ascertaining student and parental views on the value of the programme

• detailed scrutiny of the policy by the Curriculum Sub-Committee.
APPENDIX: Overview of SRE content covered by Key Stage

*Taken from SRE Policy Guidance – 2014 ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk))*

**Age 11–13**

Most young people will be going through puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They may also be wondering if their physical development is ‘normal’.

Young teens also want to know about the difference between sexual attraction and love and whether it is usual to be attracted or in love with someone of the same sex. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure, and where they can get more information if they need it, including the best websites. Identifying how prejudice operates and being able to play a part in stopping prejudice based on gender identity and sexual orientation is also important.

**Age 14–16**

At this age young people want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They may ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult.

Most young people will not have sexual intercourse until they are at least 16 but statistics show that about a quarter of young people will have had sexual intercourse by the time they are 16.

Learning about sex and relationships is a life-long process and the transition from secondary school to sixth form or further education can be a very significant time in terms of young people’s personal development and relationships. Most young people first have sex aged 16 or above, and experiences of non-volitional sex (sex against someone’s will) are particularly prevalent in the 16–18 age-group ([Macdowall, 2013](#)). It is therefore very important that SRE continues post–16.

**Age 16+**

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed.

They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They will be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self esteem and body image and how to challenge negative messages from peers, the media and society is also important.