

THE EDUCATION VILLAGE



HAUGHTON ACADEMY SEX AND RELATIONSHIPS EDUCATION POLICY

EVAT Version Control Document

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At The Education Village Academy Trust, all children, young people and adults are valued both as individuals and as part of the wider Trust community. We aim to provide a safe, happy and caring environment within which everyone can thrive.

Core values

Our Trust's activities are informed by our core values, which mean that we:

1. recognise the **worth** of each **individual** by valuing the personal qualities they demonstrate in their learning, living and working
2. recognise the **experiences** of children and young people by valuing the **talents** and **skills** they bring into their schooling, and we commit to ensuring that schooling enhances these talents and skills
3. embrace **difference** and **harmony** by valuing **diversity**
4. display **integrity** and **authenticity** by valuing **openness, trust, fairness, honesty** and **respect** for all people
5. foster **ambition, high aspirations** and **independent** spirit by valuing each individual's abilities, aptitudes and desire to create, explore and grow
6. commit to **hard work** and **high standards** in provision, behaviours and outcomes
7. help, support and enable others by valuing **relationships** with all stakeholders, being **emotionally intelligent**, building **resilience** and being **forward-looking**
8. acknowledge the role of **networks** by valuing the ways in which people can live together, collaborate and make positive contributions as **citizens**
9. acknowledge the place of school in the **community**, including the broader **global** community, by valuing the essential nature of the relationship between schools and the social and economic environments in which they operate

This policy, and its associated procedures and protocols, are based on these key principles.

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N.B. Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both.

Introduction

The National Healthy Schools Programme requires the Academies within the EVAT Trust have a policy covering Sex and Relationships Education and PSHE. Our intention is full integration of policy in keeping with the vision of the EVAT Trust and we will endeavour to influence policy for the National Healthy Schools Programme in future.

This policy was developed in response to Sex and Relationship Education (SRE) Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

This Policy should be read in conjunction with each Academy's PSHE policy and the Guidance on Sex Education and Autism.

Consultation

Consultation has involved questionnaires being sent to parents, discussion with pupils through School Council and discussion with staff through staff meetings.

The SRE curriculum is regularly reviewed and will be subject to active review, where specific events occur, SRE sessions over and above those planned into the curriculum will be arranged, including multi-agency input where appropriate.

What is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Each Academy includes sex and relationship education in the curriculum and plans for the delivery of sex and relationship education through PSHE and Citizenship framework. The subjects are delivered via planned and co-ordinated long, medium and short term programmes, tailored to the age, physical and emotional maturity of the children.

Legislative Requirements

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

SRE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007. Since that date, an equivalent requirement has been placed on new academies through their funding agreements.

Guidance on producing your school's SRE policy – PSHE Association 2013 - Governing bodies also have wider responsibilities under equalities legislation (most recently the Equalities Act 2010) and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

Principles and Values

The 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 and make our community and aims to support each individual as they grow and learn;
- Be set within this wider Academy context and supports family commitment and love, respect and affection knowledge and openness. Family is a broad concept, not just one model. 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 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, and other advisers.

Sex and Relationship Education in Houghton Academy has three main elements:

Attitudes and Values

Pupils will be encouraged to:

- Learn the importance of values, individual conscience and moral choices;
- Learn the value of family life, stable and loving relationships, and marriage;
- Learn about the nurture of children;
- Learn the value of respect, love and care;
- Explore, consider and try to understand moral dilemmas;
- Develop critical thinking as a part of decision making;
- Challenge myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

Pupils will be taught to:

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

Knowledge and understanding

Pupils will be taught to:

- Learn and understand physical development at appropriate stages;
- Understand human sexuality, reproduction, sexual health, emotions and relationships;
- Learn about contraception and the range of local, and national sexual health advice, contraception and support services;
- Learn 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 human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- Understand the arguments for delaying sexual activity;
- Understand the consequences of having unprotected 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 of Sex and Relationship Education.

Primary Phase

Within the Primary phase, PSHE is integrated throughout the curriculum and is not usually taught through individual units of work. However, for the older, more able pupils, discrete topics may be taught either to complement cross-curricular topic work or to meet a specific need. Sex and relationships education would fall into this area.

In the upper Primary, there are clear parameters on what children will be taught.

Issues of PSHE and Sex and Relationship Education may also be addressed throughout other areas of the curriculum, such as Circle Time. Issues of physical development, emotional and physical changes at puberty and awareness of the differences of the sexes are also addressed.

Secondary Phase

The students in the Secondary phase of the Academy are timetabled for PSHE lessons. Sex and Relationship Education is delivered via a unit of work approach and is accommodated within these timetabled sessions. The Secondary has planned programmes teaching about relationships, love and care and the responsibilities of parenthood. Programmes also incorporate the teaching of sexual activity, the arguments for delaying sexual relationships and the desirability to resist pressures. The schemes of work include the link between Sex and Relationship Education and issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol. Issues of the law and the need for young people to understand how the law applies to sexual relationships are addressed.

In KS3, units of work are delivered which deal with puberty, personal hygiene, relationships and emerging sexual awareness in accordance with the needs of the pupils.

In KS4, SRE is delivered through a planned PSHE scheme of work. For pupils for whom this curriculum is not appropriate, further units regarding developing sexuality will be delivered through informal discussion and input from the School Nurse.

For pupils with Autism, teaching of SRE is particularly sensitive. Additional guidance is available in a separate document.

Inclusion

The Academies recognise the need for the subject to be delivered in a clear and direct manner. The language and vocabulary used will be differentiated to meet the needs of the pupils in question, as well as the depth of knowledge of the particular topic being studied. Pupils need to be taught to behave responsibly towards sex and relationship issues and be able to make informed choices and decisions.

The subject is addressed in an informal, sensitive manner, aiming to remove the embarrassment factor. Discussion lessons are the main vehicle with an emphasis upon a "light hearted but significant" approach. Video recordings and prepared resources are used to enhance the delivery.

Collaboration with other professionals

The school nurse is consulted with regard to input for some of the Sex and Relationship Education units for students with severe learning difficulties and moderate learning difficulties.

Class teachers responsibility in delivering the subject

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in *loco parentis* parent need to be reassured that personal beliefs and attitudes of teachers do not influence the teaching of Sex and Relationship Education within the PSHE framework.

Teachers delivering the subject will adhere to the planned programmes, differentiating where necessary. Teachers will record and evaluate the lessons on the Academy's PSHE tracking document. These are held on the Academy system in Pupil Records.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practices that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used most of the time
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the class teacher, Head of Year, Deputy Headteacher (Pastoral) or Principal.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the appropriate Child Protection officer in each of the Academies. In cases of concern over sexual abuse, the EVAT Trust child protection procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Right of withdrawal of students from Sex and Relationship Education.

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 decision with staff at the earliest opportunity. Parents are welcome to review any SRE resources the EVAT Trust uses.

Parents will be informed by letter when an element of Sex and Relationship Education is to be delivered.

Confidentiality, controversial and sensitive issues

Teachers are required to adhere to the Academy's policy on confidentiality between themselves and the pupils, especially when they believe that a pupil has embarked upon a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most extreme of circumstances that the Academy should be in the position of having to handle information without

parental knowledge. When younger pupils are involved, this is ground for serious concern and child protection issues need to be addressed. The Academy encourages pupils to talk to parents, carers, staff or other trusted adults if the pupil wishes to do so and supports them in this. If there is evidence of abuse, the Trust's child protection procedures will be initiated ensuring that pupils are informed of sources of confidential help e.g. school nurse, GP, counsellor.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE Co-ordinator 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.

This policy will be reviewed within one year of the date of the policy.

Public Sector Equality Duty (Equality Act 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.