



Policy Document

Sex and Relationship Education 2015-2018



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SEX AND RELATIONSHIPS EDUCATION				
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Notes				

INTRODUCTION

This policy is a 'stand alone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) in the Academy. It takes account of the 'Sex and Relationship Education Guidance' published by the DfE in July 2000 that updated Circular 5/94 'Sex Education in Schools.' A copy of the policy is available to all teachers on their computer desktop. In addition, a copy is held in the main Academy office and it can be made available on request. A statement on Sex and Relationship Education is also to be found in the Academy prospectus.

RATIONALE

At Huish Episcopi Academy, we believe that effective Sex and Relationships Education (SRE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities responsibilities and experiences of adult life. We understand that it is advisable for us to have in place such a policy approved by the Academy Directors.

We believe SRE should not be delivered in isolation, but be firmly delivered in a holistic manner through our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

DEFINITION OF SEX AND RELATIONSHIP EDUCATION

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical. Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

AIMS AND OBJECTIVES

At Huish Episcopi Academy we aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the values of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in 'Sex and Relationship Guidance,' DfE Ref 0116/2000 p5.

Attitudes and values

- Learning to care about other people and being sensitive towards their needs and views
- Learning the importance of values and individual conscience and moral considerations
- Accepting the differences between people and learning not to exploit them
- Learning the value of family life, marriage and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learning to respect oneself and others and being honest, loyal and trustworthy in relationships

- Learning to take responsibility for one's actions in all situations
- Exploring, considering and understanding moral dilemmas; and 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
- Learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made
- Managing conflict
- 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 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

We believe that SRE will be best achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

MORAL FRAMEWORK

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self discipline regarding their sexuality
- Understanding the role of the media in relation to aspects of sex and relationships

WORKING WITH PARENTS

At the beginning of each academic year the PSHE Curriculum will be published on the Academy website in accordance with government regulations. Parents will have the opportunity to contact the Academy to make an appointment with the PSHE Co-ordinator to discuss content or materials used by teachers in the delivery of the SRE Programme.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Principal. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Principal to discuss appropriate arrangements.

The DfE has produced a free leaflet for parents entitled 'SRE and Parents.' Copies can be obtained from the DfES orderline (Tel: 0845 6022260, DfES code 0706/2001).

CONTENT AND ORGANISATION

SRE is delivered through planned programmes within Science, RE and PSHEC. In addition, contributions are made by the ICT/computing curriculum which teaches about online safety. The PSHE programme and ICT scheme of work teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online. Other subjects such as Child Development, which may be an option and not taught to all pupils, may also provide input with regard to SRE. Occasionally, issues about SRE may arise spontaneously in other lessons (eg while studying English Literature) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

Where visitors are invited to deliver aspects of the SRE programme, the Academy follows the guidance in 'School use of visitors and outside agencies in health promotion' published by the Somerset Healthy Schools Team, 2001. Visitors will be used to support, not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of SRE are encompassed within the ethos of the Academy and may be delivered through:

- PSHE lessons
- Core and foundation subjects
- Assembly time
- Tutorial periods
- Focus days eg World AIDS day
- Collapsed timetable days
- Theatre in Education visits
- Project/theme lessons

The SRE programme will be delivered by:

- Class/form teachers/tutors
- The Academy Nurse (or other specified visitor(s)/agency)

A range of teaching approaches will be used, including working individually, in pairs, in groups, and as a whole class. The Academy aims to allow teachers of PSHE to continually develop professionally, when necessary, in order to ensure a high level of expertise for the delivery of this subject. Kagon cooperative learning structures will be written into suggested lesson plans to maximise opportunities for active learning within the PSHE classroom.

The overview and coordination of the taught curriculum is the responsibility of the PSHEC Coordinator in the Academy, with a Vice Principal/Assistant Principal holding responsibility for oversight of PSHE.

The teaching and learning of PSHE is regularly evaluated, by pupils and teachers, in order to help inform the planning of future sessions.

A designated Director is the link to the Academy Board with regard to SRE provision in the Academy. That person has attended specific training to equip them for this responsibility.

EQUAL OPPORTUNITIES

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The whole Academy community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from the Academy (eg through illness, school refuser) and does not participate in the SRE programme, the Academy aims to ensure that teaching materials are made available so that the pupil continues with learning PSHE topic studied by his own peers.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to all the needs of all pupils in the Academy.

THE SEXUAL OFFENCES (AMENDMENT) ACT 2000

Teachers have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust. Sexual relationships involving children under 16 are a criminal offence. A sexual relationship between a teacher and any pupil at the same school is a breach of that trust. The Sexual Offences (Amendment) Act 2000, states that it is *'an offence for a person aged 18 or over to engage in sexual activity with, or directed towards a person under that age if he is in a position of trust in relation to that person.'*

SPECIFIC ISSUES

Personal beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

Language and ground rules in lessons

All staff teaching SRE will set ground rules in their classes. The following will be mandatory.

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- The only language used will be easily understood and acceptable to everyone in the class
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- Every person has the right to be heard and a responsibility to listen to others.

Students will be involved in a negotiation/setting of additional rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county (see 'Child Protection Handbook' 2000 Somerset Area Child Protection Committee).

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils (eg requests for sanitary protection are dealt with in the medical room). There are trained first aid staff in the office who are used to dealing with sensitive issues.

Contraception

Staff are able to give pupils full information about different types of contraception, including emergency contraception, and their effectiveness and appropriateness. Individual advice cannot be given to pupils. Trained staff can, however, give both individual pupils and groups of pupils additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

Abortion

Pupils will consider the moral and personal dilemmas involved in abortion, euthanasia and fertility treatment during World Studies lessons. Part of the discussion will necessarily involve the media's drive to portray human bodies as perfect and how this can feel to those who do not perceive themselves as fitting into that model. Our Academy will be conscious of every student's life, both as a child and as a potential parent and will be sensitive and supportive to those who are, or may perceive themselves to be, impaired. All discussions will necessarily be respectful of all pupils regardless of differing cultures, religions, abilities, or sexual identity and gender. Pupils may also debate issues related to abortion in subjects such as English, Religious Education and Drama.

Safer sex, HIV/AIDS and sexually transmitted infections (STIs)

STIs are major concerns of ill health which can have long term physical and psychological health consequences.

Teaching about safer sex remains one of the Government's key strategies in reducing the incidence of HIV/AIDS and STIs. In recent years there has been a significant increase in the number of individuals diagnosed with genital infections, including Chlamydia, genital warts and gonorrhoea.

Young people may become complacent. Therefore, teaching includes:

- Helping students to clarify their knowledge of HIV/AIDS and STIs
- Participation in World Aids Day
- Teaching them assertiveness skills for negotiating relationships
- Enabling them to become effective users of services that offer advice on prevention

and treatment of STIs

Teaching about gay, lesbian and bisexual relationships

The diversity of sexual orientation found within society may also be reflected in the Academy community. Students will need to be given information regarding access to relevant support agencies. The Academy will seek to ensure that SRE is relevant and positive for all students and that teaching about sexuality is undertaken by teachers who are trained and comfortable with such issues.

It would be inappropriate if gay, lesbian and bisexual and transgender issues were only addressed in limited or negative contexts or prejudice eg teaching about HIV/AIDS. The Academy will therefore seek to take account of different sexual orientations throughout SRE. For example, there may be a number of occasions where, in order to avoid the impression that programmes are based on an assumption of heterosexuality, it is appropriate to use inclusive language such as 'partner' rather than 'boyfriend/girlfriend.'

Homophobic bullying (i.e. based on perceived gay or lesbian sexuality) is totally unacceptable. The Academy has a specific Behaviour/Anti-bullying Policy. All teachers are aware of this policy and a copy is available on request. The Year 10 'Out in School' PSHE topic has been specifically designed to address homophobic bullying in the Academy.'

Confidentiality

Parents/carers will be informed of the Academy's confidentiality policy. The Academy will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be persuaded to talk to their parents or carers. Child Protection issues will be addressed if necessary; but if not necessary, the wishes of the pupil will be taken into account.

Information about local advice and support is available to pupils through PSHE materials.

Different codes of conduct apply to different professionals working in our Academy. Through the dissemination of our Confidentiality Policy, students, parents, staff and health professionals working with us are aware of the different roles people have within the Academy, the confidential support available and how confidentiality works in practice.

Counselling service

The Academy provides a counselling service that is available to students by appointment. Appointments with the counsellor last for one hour. Appointments can be made via the Medical Room staff. Where a lesson is missed the class teacher is informed that the student had an appointment. Staff are informed that the counselling is confidential between the counsellor and the student. The counsellor works to national professional guidelines on confidentiality and LA child protection procedures.

Parents/carers are informed of the counselling service through newsletters. Students are also made aware of the service through posters, tutorials and assemblies. Students and parents/carers will be informed of the child protection limit to confidentiality.

Academy staff

Staff may encounter the situation where it appears that a student under 16 is about to disclose that they are in or are about to begin a relationship involving sexual intercourse or that they believe they may be pregnant and/or are seeking contraceptive advice. At this point staff should indicate that they wish to help the student in their situation but that they cannot offer or guarantee absolute confidentiality.

If a student talks to a teacher at an inappropriate time the teacher should talk to the student again before the end of the day. 'School Nurse Drop-In guidelines' published by Somerset Health Authority state that:

'The teacher should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the pupil ... Teachers do not have to break a confidence if, in their professional judgement, it is in the best interest of the student. They are not legally bound to inform parents or the Principal of any disclosure unless the Principal has requested them to do so. Teachers should only break confidentiality if they believe that a student is at risk of physical or sexual abuse.'

Staff **must** follow child protection guidelines. Members of staff who are not health care professionals must not give individual contraceptive advice. It is also appropriate to remind students of information about access to support that is available in the Academy or has been outlined in lessons. These actions suggesting that students see specific members of staff (or reminding them of information) do not involve a requirement to inform parents/carers. Similarly, as students under 16 are able to access doctors or clinics for contraceptive advice, where a member of staff advises students to seek medical advice at a GPs surgery or clinic, there is not a requirement to inform parents/carers. However, students will always be encouraged to talk to their parent/carer and will be supported in so doing. In each circumstance the best interests of the young person will be seen as paramount.

Confidentiality in lessons

Staff teaching SRE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

MONITORING AND EVALUATION

The SRE policy is monitored and evaluated through an annual review process involving pupils, parents, teachers, Key Stage Coordinators, PSHE Coordinator, Senior Leadership Team and the Governing Body.

Approved by the Teaching and Learning Committee: 12 February
Review Date (3 years): February 2018
(unless changes required sooner)

PSHE FRAMEWORK 2014-2015

Be Healthy – Sex & Relationships

	PSHD PRIORITY	SKILLS	KNOWLEDGE	ATTITUDES
Year 7 "Changing Times"	Self-esteem often quite low as students worry about their physical appearance	To be able to recognise pressure from the media Recognise stereotyping and prejudice and develop strategies to combat this	Know what physical changes to expect during puberty Be able to describe physical changes that occur at puberty. Identify some common worries that young people have during adolescence.	Feel positive about entering adulthood
Year 8 "Is everybody doing it?"	Downward trend in number of parents who talk with their children about sexual issues Minority of pupils sexually active	Assess potential risk of STI in relation to early sexual activity Know where to go for advice Recognise prejudice and challenge unfair behaviour Practise counter arguments for not using condoms	Know about different forms of contraception and safe sexual practices Understand the rights and responsibilities associated with sexual relationships	Consider the consequences of entering into sexual relationships Feel positive about entering adulthood Consider what respect for self means
Year 9 "Love stings"	Downward trend in number of parents who talk with their children about sexual issues Minority of pupils sexually active	Assess potential risk of STI in relation to early sexual activity Know where to go for advice Recognise prejudice and challenge unfair behaviour Practise counter arguments for not using condoms	Know about different types of STI and symptoms of these Know about national patterns/trends concerning STI's	Consider the consequences of entering into sexual relationships Feel positive about entering adulthood Consider what respect for self means

<p>Year 10 "Maybe Baby"</p>	<p>Minority of students getting pregnant in Year 10.</p> <p>The UK has the highest rate of teenage pregnancy in Europe. Research indicates that students need more emphasis on 'relationships' and the social issue of teenage pregnancy.</p>	<p>Be assertive</p> <p>Practise saying 'No' to sexual activity.</p> <p>Recognise prejudice and challenge unfair behaviour.</p>	<p>Know reasons for having children and recognise that some are better than others</p> <p>Know and understand the importance of the role of a father in bringing up children</p>	<p>Consider what respect for self means</p>
<p>Year 11 "True Love Waits"</p>	<p>Feedback from students reports that they would like more emphasis on relationships</p>	<p>Accept responsibility for and be able to justify personal choices and decisions.</p>	<p>Identify a range of teenage responses to early sexual activity and understand that people have the right not to be sexually active.</p>	<p>Explore own attitude towards sexual relationships.</p>

PSHE FRAMEWORK 2014-2015

Anti-Bullying

	PSHE PRIORITY	SKILLS	KNOWLEDGE	ATTITUDES
Year 7 “You’re not alone” Cyber Bullying	Cyber bullying can be defined as the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. Research indicates that it is a feature of many young people’s lives. It also affects members of Academy staff and other adults.	Be able to reflect critically on their own and others’ values. Develop self-awareness by reflecting critically on their behaviour and its impact on others. find information and support from a variety of sources Assess and manage the element of risk in personal choices and situations Use the social skills of communication, negotiation, assertiveness and collaboration Develop strategies for dealing with bullying (Citizenship).	Define the term ‘Bullying’ and in particular ‘Cyber bullying’. Describe reasons why people might become bullies. Know the organisations, local and national, which can offer help and support.	To consider the feelings of those people who experience cyber bullying (SEAL). Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves. Understand that individuals need to manage risk to themselves and others in a range of situations.
Year 8 “Give Bullying the Old Heave Ho!” Mobile and Text Bullying	The mobile phone has become a part of everyday life. Familiarity with new technology has enabled some children to develop new ways of using mobile phones to intimidate and harass others. The lesson has been written in response to a demand from teachers, parents and students for information on bullying.	Be able to reflect critically on their own and others’ values. Develop self-awareness by reflecting critically on their behaviour and its impact on others. find information and support from a variety of sources Assess and manage the element of risk in personal choices and situations Use the social skills of communication, negotiation, assertiveness and collaboration Develop strategies for dealing with bullying (Citizenship).	Define the term ‘Bullying’ and in particular ‘text bullying’. Describe reasons why people might become bullies. Know the organisations, local and national, which can offer help and support.	To consider the feelings of those people who experience text bullying (SEAL). Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves. Understand that individuals need to manage risk to themselves and others in a range of situations.
Year 9 “Face to Face and Side by Side” Racial Bullying	All Year 9 students have been studying the topic ‘What’s to be done about racism?’ during RE/Citizenship lessons. This work is a follow-up to this unit of study with an emphasis on developing empathy for those who bully and those who become victims of bullying.	Be able to reflect critically on their own and others’ values. Develop self-awareness by reflecting critically on their behaviour and its impact on others. find information and support from a variety of sources Assess and manage the element of risk in personal choices and situations Use the social skills of communication, negotiation, assertiveness and collaboration Develop strategies for dealing with bullying (Citizenship).	Define the term ‘Racism’ and in particular describe how racism can be used as a form of bullying. Describe reasons why people might become bullies. Know the organisations, local and national, which can offer help and support.	To consider the feelings of those people who experience cyber bullying (SEAL). Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves. Understand that individuals need to manage risk to themselves and others in a range of situations.

<p>Year 10 “Out in School” Homophobic bullying</p>	<p>Homophobic bullying is almost endemic in Britain's schools. Almost two thirds (65 per cent) of young lesbian, gay and bisexual pupils have experienced direct bullying. Seventy five per cent of young gay people attending faith schools have experienced homophobic bullying.</p>	<p>Be able to reflect critically on their own and others' values. Develop self-awareness by reflecting critically on their behaviour and its impact on others. find information and support from a variety of sources Assess and manage the element of risk in personal choices and situations Use the social skills of communication, negotiation, assertiveness and collaboration Develop strategies for dealing with bullying (Citizenship).</p>	<p>Improved understanding of what prejudice is. Describe a range of ways in which homophobia can be expressed.</p>	<p>Understand that pre-judging LGBT people is a form of prejudice equivalent to all other types, for example, racism. Have an understanding of the impact that homophobia has on LGBT people.</p>
<p>Year 11 “Expect Respect” Sexual Bullying</p>	<p>Domestic abuse is a widespread social problem and living with domestic abuse is a painful and damaging experience. For the 750,000 children who witness domestic abuse each year, the damaging effects can be long lasting and impact on every area of their lives.</p>	<p>Be able to reflect critically on their own and others' values. Develop self-awareness by reflecting critically on their behaviour and its impact on others. find information and support from a variety of sources Assess and manage the element of risk in personal choices and situations Use the social skills of communication, negotiation, assertiveness and collaboration Develop strategies for dealing with bullying (Citizenship).</p>	<p>Explain that domestic abuse takes many forms and be able to identify some of the different forms of abuse that can take place within relationships. Describe how the law works to protect people who are experiencing domestic abuse.</p>	<p>Consider the personal costs of domestic violence, including the effects on other people's lives. Consider the consequences of ignoring the law Consider what respect for self means.</p>