



**GEORGE
SALTER
ACADEMY**



Sex and relationships policy

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I. Policy statement and principles

I.1 Policy aims and principles

Sex and relationship education (SRE) is defined as:

Learning about physical, moral and emotional development. It is about understanding 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.

Care needs to be taken to ensure that there is no stigmatisation of young people based on their home circumstances. SRE is part of the personal, social and health and citizenship education (PSHE) curriculum in our academy.

While we use SRE to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows young people to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation. The academy is well aware that the primary role in young people's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of young people at our academy through mutual understanding, trust and co-operation.

The sex education and relationship programme is an opportunity for students to:

- Develop an understanding of sex, sexuality, and relationships
- Develop a range of appropriate personal skills

The aims will be achieved through the following objectives:

- Develop an understanding of a range of values and moral issues including the importance of family life
- Develop an understanding of the biological facts related to human growth and development, including reproduction
- Develop an understanding of the importance of healthy relationships

We teach sex and relationships education in the context of the academy's aims and values framework. While sex and relationships education in our academy means that we give young people information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in the academy. In particular, we teach sex and relationships education in the belief that:

- Sex and relationships education is part of a wider social, personal, spiritual and moral education process
- Young people should be taught to have respect for their own bodies
- Young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law
- It is important to build positive relationships with others, involving trust and respect
- Young people need to develop personal responsibility, self-respect and appropriate decision making skills

This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

I.2 Complaints

All complaints are dealt with under the **OAT Complaints Policy**.

Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

I.3 Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the member of SLT in charge of PSHE in the first instance for them to determine whether a review of the policy is required in advance of the review date.

2. Sex and relationship education

SRE is coordinated by Heads of House who are responsible for the overall planning, implementation and review of the programme.

SRE will be conducted in accordance with legislation and DfE recommendations and will be monitored and reviewed on an annual basis.

The majority of the programme will be delivered through the PSHE and citizenship framework, with aspects taught via the science and physical education curriculum. Students will be taught in mixed ability, mixed gender and single sex groupings.

We teach students about:

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Contraception, safer sex and family planning
- Sexual health and sexually transmitted infections (STIs) including HIV/AIDS
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- The importance of family life
- Moral questions including abortion and domestic violence
- Relationship issues including sexual orientation
- Respect for the views of other people
- Sexual abuse
- Where to seek help and advice

External experts may be invited to assist from time to time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

Sex and relationships education forms part of the curriculum in every year group. The topics taught at each key stage are broken down as follows:

Specific topics include:

Key Stage 3

Students will learn about anatomy, physiology, sexual intercourse, pregnancy and childbirth.

Specific topics include:

- Forming positive relationships
- Abusive teenage relationships
- Sexual health,
- Contraception,
- Choices and consequences (keeping safe)
- Issues surrounding body image,
- Sexting,
- Forced marriage and Honour Based Violence.

Key Stage 4

Students will learn about anatomy and physiology in further detail, puberty and adolescence, sexually transmitted infections, and the social and emotional aspects of relationships.

Specific topics include:

- Teenage pregnancy (Year 11)
- Transition to adulthood
- Abusive teenage relationships
- Sexual health,
- Contraception,
- Choices and consequences (keeping safe)
- Issues surrounding body image
- Sexting,
- Forced marriage and Honour Based Violence.

2.1 The National Healthy Schools Programme

We are participating in the National Healthy Schools Programme, which promotes health and well-being through good quality health education and PSHE/Citizenship. As participants in this scheme we are committed to:

- Consulting with parents on all matters of health education policy
- Training teachers to teach SRE
- Listening to the views of the young people in our academy regarding SRE
- Linking with local initiatives that support us in providing the SRE teaching programme that we can devise

2.2 Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner and in confidence. Confidentiality within the classroom is an important component of SRE and teachers will be expected to respect the confidentiality of their students as far as is possible. Students should also respect the content and discussions brought about in SRE and should treat these with confidentiality.

If a student person makes a reference to being involved, or likely to be involved in unlawful sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with the academy's **child protection and safeguarding policy**. The Academy will not advise students on personal matters but will refer the student to the school counsellor. Any decision about informing parents will be made in consultation with the Principal who will take advice if necessary.

2.3 Parental Involvement

The School will keep parents well informed about the policy and consult informally with parents on any change to the substance of the policy.

2.4 Parents right to withdrawal

Some parts of SRE are compulsory - these are part of the national curriculum for science. Parents have the right to withdraw their children from all or part of the SRE provided at the academy except for those parts deemed as compulsory and included in the [statutory National Curriculum](#)¹.

If a parent wishes their child to be withdrawn from SRE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to *W Elgar*. The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children.

If a parent withdraws their child from topics that are not included in the statutory National Curriculum then the academy will make alternative arrangements for the student.

¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#the-school-curriculum-in-england>