



# Sex and Relationships Policy 2018

Policy reviewed by Academy Transformation Trust on	May 2018
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This policy links to:	<i>Located</i>
<ul style="list-style-type: none"><li>• Safeguarding Policy</li><li>• PSHE Policy</li><li>• Equalities Policy</li></ul>	

**REVIEW DATE: May 2020**

**Or sooner if statutory requirements change**



## **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **Our Commitment**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

## **1. Sex and Relationships Education**

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

## **2. Aims and Objectives**

The aim of Sex and Relationship Education is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. At Academy Transformation Trust we believe that SRE is an essential part of every pupil's education because:

- Pupils have the right to information about what is happening to their bodies, to gain skills to establish positive relationships and explore their own and others' attitudes about sexual matters;
- Pupils gain information about sexual matters from a range of sources – much of this can be incorrect and lead to misunderstanding. SRE can give an objective and balanced view;
- Provide a framework in which sensitive discussions can take place.
- SRE helps to prevent unplanned pregnancy and sexually transmitted infections (STIs);
- SRE is effective when it is planned, supported by and involves parents/carers, gives staff training on teaching
- SRE takes account of pupils' views; in so doing SRE can help pupils develop positive self-image and high self-esteem, responsibility and the ability to make informed decisions;
- SRE addresses the personal and social aspects of pupils and is part of the provision of a broad and balanced curriculum as stated in the Education Reform Act 1988 and fulfills the compulsory provision of sex education as required by the Education Act 1993.
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media teaches pupils about the law and their rights to confidentiality even if they are under 16 and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

## **3. Attitudes and Values**

- learning the importance of values,
- individual conscience and moral choices; learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

- challenging myths, misconceptions and false assumptions

#### **4. Right of Withdrawal of Pupils from Sex and Relationship Education**

Some parents/carers 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). Academies should make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with academy staff at the earliest opportunity. Academy staff should make available SRE resources for parents/carers to review.

#### **5. The Role of Parents/Carers**

The primary role in children's Sex and Relationships Education lies with parents /carers. At the Trust we wish to build a positive and supporting relationship with parents/carers through mutual understanding, trust and co-operation. In promoting this objective we expect our academies to:

- inform parents/carers about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents/carers may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in our academies.

#### **6. The Role of the Principal**

It is the responsibility of the principal to ensure that both staff and parents/carers are informed about the Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

#### **7. The role of the teacher**

- Teachers are responsible for planning for and delivering the curriculum. They have responsibility to ensure the safety and welfare of pupils and can reassure parents/carers that their personal beliefs and attitudes will not influence the teaching of SRE.
- Teachers will tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.
- Teachers should have regard for DfE document "Sex and Relationship Guidance" July 2000 which contains information on dealing with sensitive issues. Also should it link to Curriculum policy as it may cross into other areas such as Science for example?

#### **8. Confidentiality**

Teachers must conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the academy's child protection policy.

#### **9. Answering Difficult Questions**

If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the principal who can discuss the matter with the parent/carer, or follow the procedures in place in the academy.

### **10. Safeguarding**

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Academy Transformation Trust takes its responsibilities for safeguarding and its legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38) very seriously.

### **11. Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We understand our duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE across our academies will foster good relations between pupils, tackle all types of prejudice – including homophobia, biphobia and transphobia – and promote understanding and respect.

### **12. Social media and SRE**

ATT understand the importance of ensuring children and young people are made aware of the possible risks that may arise when using social media. Academies are encouraged to make sure that SRE includes explicit links to the risks and issues of social media and the internet.

### **13. Monitoring and Evaluation of Sex and Relationship Education**

The PSHE lead will oversee and organise the monitoring and evaluation of sex and relationships education. This may include gathering the views of parents/carers and pupils. The Principal and Governors are responsible for overseeing and reviewing the Sex and Relationship Policy.

#### **Academies should outline their provision for the delivery of sex and relationships education for each Key Stage.**

The academies SRE scheme of work can be found on the Academy website alongside this policy.