



Sex and Relationships Policy

Policy reviewed by Academy Transformation Trust on	June 2018
--	-----------

This policy links to:	Located:
<ul style="list-style-type: none">• Safeguarding Policy• PSHE Policy• Equalities Policy	Intranet & Website

Review Date - June 2020



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.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

Contents

1	Sex and Relationships Education	4
2	Aims and Objectives	4
3	Attitudes and Values	4
4	Right to Withdrawal of Pupils from Sex and Relationships Education	5
5	The Role of Parents/Carers	5
6	The Role of the Principal	5
7	The Role of the Teacher	5
8	Confidentiality	6
9	Answering Difficult Questions	6
10	Safeguarding	6
11	Equalities	6
12	Social Media and SRE	7
13	Monitoring and Evaluation of Sex and Relationships Education	7

1 Sex and Relationships Education

- 1.1 Sex and relationships (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

- 2.1 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 ATT, 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 for 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 fulfils 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 to Withdrawal of Pupils from Sex and Relationships Education

4.1 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 Relationships Education expect for those parts included in the statutory National Curriculum (e.g. 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 SRE resources available for parent/carers to review.

5 The Role of Parents/Carers

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

- Inform parents/carers about the academy'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 issues 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

6.1 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 (SEN)
- Teachers should have regard for the DfE document '[Sex and Relationships Education Guidance, July 2000](#)' which contains information on dealing with sensitive issues.

8 Confidentiality

- 8.1 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

- 9.1 If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding on 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 within the academy.

10 Safeguarding

- 10.1 SRE plays a very important part in fulfilling the statutory duties that 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. ATT takes its responsibilities for safeguarding and its legal duty to promote pupil wellbeing ([Education and Inspections Act 2006, Section 38](#)) very seriously.

11 Equalities

- 11.1 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

- 12.1 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 Relationships Education

- 13.1 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 Relationships Education Policy.

Mildenhall College Academy's provision for the delivery of sex and relationships education for each year group.

Year 7

Family, Friends and Feelings
Puberty, Emotional Changes and Personal Hygiene

Year 8

Love and Relationships (including shyness and confidence)
Contraception and STIs
Female Genital Mutilation
Safe Sex

Year 9

Relationships and Family Relationships
Characteristics of a healthy and unhealthy relationship
Marriage
Staying Safe in a relationship
Contraception
STIs

Year 10

Attitudes to Marriage, Relationships & Sex
Impact of Divorce
Unplanned Pregnancy and the Importance of Contraception
The Effects of STIs & AIDs
Female Genital Mutilation

Year 11

Contraception
STIs



Relationships
Teen Pregnancy
Parenthood

All topics are underpinned with Schemes of Learning accessible to the Skills for Life teachers. Some topics may take one session or several sessions to cover.

The provision for SRE increases as the students become older and are more likely to become more 'exposed' to the issues and there is a need for more complex understanding to take place.