



Sex and relationships policy

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Policy Version Control

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Chair's signature: David Sword 9th February 2017

Policy Version Control

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Policy prepared by (name and department)	Sarah Bloomer, Governance
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Description of changes	<p>1.1 Relevant legislation has been added.</p> <p>2. Organisation of the programme has been developed to present an overview of provision (including SEND) and suggested topics for each key stage.</p> <p>2.2 Training of staff section added</p> <p>5 Equal opportunities statement added</p> <p>6 Bullying incidents section added</p> <p>Appendix 1 – template letter to parents added (see parent involvement section)</p> <p>Appendix 2 – overview of national curriculum for science added.</p>
Name and date of line manager’s approval	Nicki Wadley, Head of Governance
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I. Policy statement and principles

I.1 Legislation

- This policy will be compliant with the following guidance:
- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014

I.2 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 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.

1.3 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.

1.4 Monitoring and review

This policy will be reviewed every three years 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 Principal 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 the SRE coordinator, who is 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 consent including abuse and exploitation
- 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, and 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:

Key Stage 3

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

Specific topics include:

- The detailed process of human reproduction, including the physical and emotional changes that take place during puberty and adolescence.
- About fertility, including the constant fertility of the male and the cyclical fertility of the female.
- The menstrual cycle, including the different stages, and the emotional changes it brings.
- About fertilisation and pregnancy and the different stages involved, including foetal development in the uterus.
- About sexually transmitted infections (STIs), including HIV and AIDS, and how they can be transmitted.
- The diagnosis of, and treatment for, different STIs.
- How high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- About different methods of contraception and the importance of these in preventing STIs and pregnancy.
- How diet and disease may affect sexual health, pregnancy and fertility.
- How drugs, including tobacco and cannabis, may affect sexual health, pregnancy and fertility.
- The importance of the law in regards to the legal age for engaging in sexual activity, and the significance of consent.
- The importance of delaying sexual activity and resisting pressure, as well as how to discuss this with partners.
- About the features of positive and stable relationships, and the importance of these for bringing up children and family life.
- The importance of monogamous and consenting relationships and the effects on physical and emotional wellbeing.
- About different types of relationships such as same-sex and civil partnerships, including different choices relating to children.
- The breakdown of relationships and how to deal with loss, including the impact on emotional wellbeing.
- The roles and responsibilities of parents, carers and children within families.

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:

- The way in which hormonal control occurs, including the effects of sex hormones.
- About medical hormones such as those relating to fertility.
- How sex is determined in humans.

- About the benefits and risks of lifestyle choices which may affect sexual health.
- About positive characteristics in relationships, and what relationships should offer.
- The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship.
- The responsibilities of parenthood and the consequences of what pupils' actions have on sexual activity and parenthood.
- About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others.
- The use of medical hormones to control and promote fertility.
- The importance of the law in regards to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with.
- About trans* individuals and acceptance in society.
- About the use of 'sexting' and the importance of being aware of what pupils post online.
- How the media portrays others with particular consideration to body image and self-esteem.
- About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females.
- Where and how to obtain confidential advice, counselling and treatment.
- Delivery of the programme
- Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the Cowes Enterprise College's E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- Cowes Enterprise College understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 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.

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.

Teachers will not advise students on personal matters but will refer the student to the [school counsellor/nurse/pastoral staff]. Any decision about informing parents will be made in consultation with the Principal who will take advice if necessary.

If a student makes a reference to being involved, or likely to be involved in 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**. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or if a student of statutory school age discloses to a teacher that she is or may be pregnant. In these circumstances the teacher will talk to the student as a matter of urgency.

2.3 Parents right of 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](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)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 the Principal. 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>

3 Equal opportunities

Cowes Enterprise College understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

Cowes Enterprise College is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

4 Bullying incidents

Cowes Enterprise College has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within Cowes Enterprise College.

Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

These incidents will be dealt with following the process in our Anti-bullying. The Principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Appendix I – Letter to parents/carers

School name

Address line one

Address line two

Address line three

Postcode

Dear Parent/carer,

RE: Sex and relationship education at (insert name of school/academy)

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At (insert name of school/academy), we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the [school/academy]'s Sex and Relationship Education Policy, which can be accessed on our school website (insert website address), or in hard copy via our [school/academy] office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

(Insert headteacher's name)

Headteacher

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<p>That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>To recognise and compare the main external parts of the bodies of humans.</p> <p>That humans and animals can produce offspring, and they grow into adults.</p> <p>To recognise similarities and differences between themselves and others.</p> <p>To treat others with sensitivity.</p>
Key stage 2	<p>That nutrition, growth and reproduction are common life processes for humans and other animals.</p> <p>About the main stages of the human life cycle.</p>
Key stage 3	<p>That fertilisation in humans is the fusion between the egg and sperm.</p> <p>About the physical and emotional changes that take place during adolescence.</p> <p>How the foetus grows and develops.</p> <p>How the growth and reproduction of bacteria and viruses can affect health.</p>
Key stage 4	<p>The way in which hormonal control occurs, including the effects of sex hormones.</p> <p>The medical uses of some hormones, including the control of fertility.</p> <p>The defence mechanisms of the body.</p> <p>How sex is determined in humans.</p>