



Sex and Relationships Education Policy

July 2010

1.0 RATIONALE/PURPOSES

The Governing Body are required to ensure that the Academy offers, for all students, a programme of Sex Education. They must maintain a written statement of their policy, which must be available to parents on request. At Freebrough we believe that Sex Education is an important part of a young person's preparation for adult life.

2.0 DEFINING SEX AND RELATIONSHIPS EDUCATION (SRE) DFE GUIDANCE 0116/2000

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Sex and relationships education is the right and responsibility of the parent. The Academy provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the Academy provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

3.0 THE AIMS OF SEX AND RELATIONSHIP EDUCATION

Based on the above definitions, the aims for sex and relationship education are:

1. To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
2. To enable students to better understand the nature of human relationships;
3. To enable students to see the importance of stable, loving relationships and marriage for the bringing up of children.

In this Academy SRE has three main elements, all of which are important for a balanced SRE programme:

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, stable and loving relationships and marriage;
- Learning the value of respect, love and care;
- 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;
- Developing an appreciation of the consequences of choices made;

- Managing conflict; and
- 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; and
- The avoidance of unplanned pregnancy.

4.0 CONTENT OF THE ACADEMY'S SRE PROGRAMME

The content of the Academy's programme is based on the National Curriculum guidance for PSHE. The brief headline statements are detailed below:

PSHE Framework – Key Stage 3

- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

PSHE Framework – Key Stage 4:

- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

National Curriculum Science – Key Stage 3:

- That fertilisation in humans.....is the fusion of a male and a female cell.
- The physical and emotional changes that take place during adolescence.
- The human reproductive system, including the menstrual cycle and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.

National Curriculum Science- Key Stage 4:

- The way, in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

The Academy recognises that SRE must be taught at both Key Stages and appears throughout the PSHE programme. The Academy's prospectus clearly states that SRE will be part of the PSHE programme. Parents wishing to see the SRE programme, the materials used and/or the PSHE scheme of work may do so by contacting the Pastoral Leader

5.0 THE DELIVERY OF SRE

It is the responsibility of the Science department staff to deliver the National Curriculum Science Order according to the Scheme or Work. Where specific sex education occurs,

which is outside or beyond the National Curriculum Science Order, the Academy will have a team of teachers specialising in the delivery of SRE within the secondary context. SRE is delivered as part of the Academy's PSHE programme and can be identified clearly for each age range. PSHE is normally taught in vertical groups. For the purpose of delivering sex and relationships education students will be grouped in age related groupings to enable content to be delivered that is age appropriate.

6.0 METHODS OF TEACHING AND RESOURCING

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation

Teachers will also use other teaching methods to enable students to learn about SRE which are age appropriate, taking into account the developmental needs of individual student. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

7.0 MONITORING AND EVALUATING SRE

SRE will be monitored through the Academy Monitoring and Evaluation Schedule. It is the Head of school's responsibility to:

- a) Ensure that SRE occurs in the Academy's curriculum according to the schemes of work for PSHE;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the Academy's programme.

8.0 DEALING WITH SENSITIVE ISSUES

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The protocols for discussion based lessons with students are that:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the Academy's policy in this matter.

9.0 VISITORS CONTRIBUTING TO SRE

From time to time as part of a planned module of work the Academy will invite in local experts on issues relating to SRE as well as using health and other professionals associated with the Academy. All Academy associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to SRE will do so at the invitation of the Academy and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the Academy in delivering its policy on SRE;
- when in class visitors will be supervised by a teacher, who will be present at all times;

- visitors will follow the Academy’s child protection procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the Academy’s programme for SRE and PSHE.

10.0 SERVICES TO YOUNG PEOPLE PROVIDED BY THE ACADEMY

The Academy will provide services for its young people. These services are provided by health and other professionals attached to the Academy. The Academy nurse will provide a drop-in clinic for students.

The above services will be advertised throughout the Academy and parents may also contact these services by making an appointment with the Academy nurse. It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct:

Health professionals

7.16.1 Outside the teaching situation, health professionals such as school nurses can give one-to-one advice or information to a student on a health-related matter including contraception; and exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment. (The criteria for making such a decision are based on the ‘Fraser guidelines’ and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

11.0 PARENTAL RIGHT TO WITHDRAWAL FROM SRE

As stated above parents have the right to withdraw their students from SRE that falls outside the National Curriculum Science Order. They do so in writing to the Principal. When the Principal receives such a letter he/she will invite the parents to a meeting, at which the Principal will explain clearly what the Academy’s policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided.

12.0 POLICY REVIEW

The Academy’s governing body forms the SRE policy and it will review this policy annually. In reviewing the policy it will consult the following groups:

- Parents;
- Staff;
- Students;

The Academy will do this by forming focus groups that will look at the policy and its effectiveness.

Adopted by Freebrough Academy

Chair of Academy’s Trust Board

Principal

Review Date