

## Sex and Relationships Policy

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### 1. INTRODUCTION

The Sex and Relationships Education Policy has been developed in accordance with the requirement of the law, taking into account the Children's Act 1989 and 2004 and the Education Act 1993 and 2002.

### 2. DEFINITION OF SEX AND RELATIONSHIP EDUCATION

Sex and Relationship Education SRE is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

It has three main elements:

#### a. Attitudes and values

- Recognition of the values of family life, marriage, stable and loving relationship for the care of children.
- Respect for self and others.
- Exploration of moral dilemmas.
- Development of critical thinking

#### b. Personal and Self Skills.

- Emotions and relationships.
- Physical Development.
- Sexuality, reproduction, sexual health.

#### c. Information on local and national contraception and sexual health services.

- Reasons for delaying sexual activity.
- Avoiding unplanned pregnancy.

Erdington Academy provides a setting in which students can be offered appropriate teaching about Sex and Relationship Education. The purpose of SRE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. SRE is supported by the Learning to Learn curriculum in Key Stage 3 and by RE in Key Stage 4 and is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships.
- Are prepared for the opportunities, responsibilities and experiences of life.
- Develop positive attitudes to sexuality.

Content is also delivered as part of the Key Stage 3 Science Curriculum.

The programme is designed to support and complement the role of parents who have the prime responsibility in this area. The content is taught within the moral framework and ethos of the Academy's principles as stated in the prospectus.

### **3. SUMMARY OF PROGRAMME CONTENT**

The main aim of the Sex and Relationship education programme are to appreciate the values of family life and to promote the benefits of family life. Students are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. Students are educated in the importance of behaving responsibly and respectfully in sexual matters. Moral and ethical issues are presented and discussed.

The programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Students receive information about sexuality transmitted infections including HIV and AIDS and the importance of practising safe sex. Students receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour.

Students are made aware of people and places they can go for appropriate help and advice.

### **4. PARTNERSHIP WITH PARENTS/CARERS**

Most of a student's informal sex and relationship education occurs within the family and the Academy's programme will compliment and build on this in cooperation with homes. Parents have the right to withdraw their child/ren from all or part of the Sex and Relationship Education Programme that is not included in the Programme of Study for the Science National Curriculum. Any parent wishing to withdraw a child from the Programme of Study should inform the Headteacher in writing of their decision.

Students who are withdrawn will be accommodated separately and will be set appropriate extra work to complete.

### **5. INFORMATION ON CONTRACEPTIVES**

The teaching about contraception should be carried out in a frank and open manner with students being given non-biased information about various forms of contraception. Teaching staff do not give advice to individuals, advice can only be given through the appropriate external agency.

There will be a teenage health clinic on site one evening after school which will be staffed by a nurse, a youth worker and a teenage sexual health advisor. Part of the work will be to give young people from the community, as well as our student's advice about sex and relationship issues.

## **6. CONFIDENTIALITY AND CHILD PROTECTION**

All staff members and external visitors who work with our students will be given a copy of this policy and our Child Protection Policy. Nurses working within the Academy will be guided by the Fraser Guidelines, that provide guidance for health professionals and details of these are provided in the DFES document Sex and Relationship Education (2000). The Deputy Headteacher with responsibility for Child Protection or the Senior Director for Every Child Matters will have a discussion with any health professional or other adult before they start work with our student's. This is to ensure they are familiar with our policy and expectations regarding correct practice and responding to issues, including those that may relate to Child Protection issues. Staff should ensure that student's understand that they are not in a position to guarantee confidentiality.

Staff should ensure that they are fully aware of the Academy's procedures in dealing with Child Protection issues.

## **7. EQUAL OPPORTUNITIES**

Sex and Relationship education will be delivered equally to both genders in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

## **8. TOPICS DELIVERED THROUGH SEX AND RELATIONSHIP EDUCATION PROGRAMME**

The Key Stage 3 National Curriculum for Science in Year 7 looks at the physical and emotional changes that take place during adolescence as well as the biology of human reproduction which includes the study of the menstrual cycle and the process of fertilisation.

In Year 9 the Science Curriculum covers the growth and reproduction of bacteria and how the spread of viruses can affect human growth.

In Year 10 the Science Programme of Study may include the knowledge and understanding of the effect of sex hormones and how sex is detrimental in humans. The medical use of hormones to control and promote fertility is discussed.

Student studies RE in Year 10 and the RE programme of study includes work on abortion, marriage, family life, homosexuality, sex outside of marriage and contraception.

## **9. THE SEX AND RELATIONSHIP CURRICULUM**

Year 7	To understand the physical and emotional changes that take place in puberty and how to manage these changes in a positive way.
Year 8	The difference in male/female perceptions of the opposite sex. The key influences when starting a relationship. To acknowledge same sex relationships. To understand the importance of responsible sexual behaviour. To accept the right not to be sexually active.
Year 9	To have some knowledge of STI's and how they are transmitted. To have a knowledge of different contraceptives and how effective they are.
Year 10	To understand the needs of a young child and how being a parent changes your lifestyle.
Year 11	To know the sex related services that exist locally and to have the skills to access those services.

## **10. METHODOLOGY AND APPROACH (INCLUDING EXPLICITNESS AND DELIVERY OF CONTROVERSIAL TOPICS)**

- a. It is important that at the start of each session ground rules are established to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to discuss confidential personal information. When a health professional is contributing to Sex and Relationship Programme in a classroom setting they are working with the same boundaries of confidentiality as a teacher.
- b. Staff should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that staff can present the course information with a sense of openness but that the opportunity for students to ask questions is there.
- c. Questions about individual contraceptive advice cannot be dealt with by teaching staff. Information can only be given by learning mentors or the relevant external agency.

- d. When assessing questions, staff should at all times promote safe behaviour, respect for life choices including same sex relationship and strive to give answers that where appropriate promote family values.

## **11. INCLUSION STATEMENT**

At Erdington Academy we are committed to ensure that sex and relationship education is relevant to all students and is taught in a way that is age and stage appropriate.

## **12. EVALUATION, ASSESSMENT AND REPORTING TO PARENTS.**

Evaluation and assessment including self-assessment are an integral part of SRE. A comment on a student's progress in SRE will be included in our reporting of Learning to Parents/Carers.

### Dissemination and Implementation

This policy will be distributed to all teaching and non-teaching staff as part of whole Academy training on Child Protection/Safeguarding. A copy of the policy can always be found on the Erdington Academy website.