



SEX AND RELATIONSHIP POLICY

Sex and Relationships Policy

1. Aims

Horbury Academy believes that Sex and Relationship Education (SRE) is an entitlement of all students and an integral part of each student's emergence into adulthood.

We aim:

- To encourage personal responsibility in all forms of behaviour;
- To encourage self-esteem;
- To encourage respect and consideration for others;
- To provide support and information for young people and their parents.

The document clearly communicates to staff, parents/carers, visitors and students the manner in which SRE will be delivered in this Academy.

2. Introduction

The government requires that all secondary schools/Academies must provide sex and relationship education (including information about HIV, AIDS and other sexually transmitted infections).

2.1 Definition of SRE

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'* (DfES 0116/200).

Horbury Academy wholeheartedly supports this philosophy and believes it is best taught as part of Personal, Social, Health and Citizenship Education. The programme goes beyond National Curriculum science and seeks to promote the spiritual, moral, cultural, mental and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of adult life.

2.2 Aims and Objectives of SRE:

The aim of SRE is to help students develop a healthy, safer life style. The overall objectives of the SRE curriculum are concerned with raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding.

SRE covers more than biological facts and information. It tries to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, marriage and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty

and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

3. The Content of SRE:

SRE provides knowledge and encourages the acquisition of skills and attitudes that will allow students to manage their lives in a responsible and healthy way.

3.1 Knowledge and Information

At KS3

- Puberty
- Friendship and relationships
- Personal hygiene
- How to stay health physically and mentally
- Contraception
- Sexually Transmitted Infections
- HIV/AIDS
- Safer sex
- Sex and the law
- Peer pressure and bullying
- Sex and relationships
- E-safety

At KS4

- Safer sex
- Sex and the law
- Sexual lifestyles
- E-safety

3.2 Values and Beliefs

As well as knowledge and information, students will be encouraged to consider the importance of the following values:

- Respect and valuing of themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the Academy, their family and the wider community.

3.3 Skills and Abilities

Students will be helped to develop the following skills:

- Communication including the making and keeping of relationships;
- Assertiveness;
- Decision-making;

- Recognising and using opportunities to develop a healthy lifestyle.

4. Organisation

SRE is coordinated by the PSHCE Coordinator, who is responsible for the overall planning, implementation and review of the programme.

Delivery is through:

- Period 1 PSHCE lessons;
- Addressing moral and ethical issues which may arise in other subjects, especially RE and Science;
- All teaching is reinforced by the general ethos of the Academy in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services.

5. Teaching Approaches

A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

6. Student Groupings

Students are taught in mixed ability and mixed gender form groups. When there is a specific need (for example members of a faith group), arrangements will be made to teach students in appropriate groupings.

7. Resources

Materials – a wide range of teaching resources are available to teachers and for inspection by parents/carers through the co-ordinator.

Staff – with regard to sex education it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved.

Support will be offered through an in-service training programme.

8. Time Available

Sex education forms part of the curriculum in every year group.

9. Specific Issues

The following issues may occur as part of education. Staff, parents/carers and students need to understand the Academy's procedures.

9.1 Confidentiality and Advice

Students will be made aware that some information cannot be held confidentially, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults:

- Disclosure or suspicion of possible abuse – the Academy's child protection procedures will be invoked;
- Disclosure of pregnancy or advice on contraception – it is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the Academy and that they will be supported. Professional information and guidance will always be sought from a health professional.

The Academy will always encourage students to talk with their parents first:

- Students should be asked whether they can tell their parents/carers and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent/carer(s);
- The Academy will need to undertake appropriate follow up if this is the case. If students refuse to tell their parent/carers(s) the adult should refer them to a health professional;

The adult should report the incident to the Headteacher who will consult with the health professional about informing the parents/carers.

9.2 Family Life

- The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.
- As part of the sex education programme issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.
- Parental partnership - Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex education programme. Parents/carers wishing to exercise that right are asked to make that clear in a letter to the relevant Head of Year.

9.2 Equal Opportunities, Inclusion and Disability

SRE has to be inclusive and should seek to help young people to:

- Be aware of sexuality;
- Understand the arguments for and benefits of delaying sexual activity;
- Understand the reasons for having protective sex;
- Value themselves and others;

- Avoid exploitation.

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

9.3 Children and Young People in Public Care

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on SRE at home, at school and in care because of the often disrupted pattern of their experiences. Designated staff will ensure that each young person's entitlement is met in this regard.

9.4 Heterosexual, Young Gay Men, Lesbian and Bisexual

Within the PSHCE framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, hopefully removing prejudice and bullying, which can lead to mental distress and isolation. The sexual health needs of heterosexual, gay, lesbian and bisexual young people will be addressed through the school nurse or professional informed adults as required.

9.5 Homophobic Bullying

Horbury Academy will take positive steps to eradicate homophobia as a motivator for bullying. Through the PSHCE programme and subjects such as Religious Studies work will include discrimination; social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying at school is neither trivial nor acceptable. Horbury Academy has an obligation to support all students, particularly those who are marginalised and potentially vulnerable.

9.6 SRE and Students with Special Educational Needs

Horbury is an inclusive Academy. Students with special educational needs will follow the mainstream curriculum and may have supporting intervention from other adults. The students' opinions will be sought and valued as with all students.

10. Other Policies that have relevance to SRE

The SRE Policy links to other policies within the Academy:

- Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying Policy.

Policy Review and Development:

The policy and procedures will be reviewed annually by the Standards and Students' Committee and the Senior Leadership Team.