



Co-op Academy  
Failsworth

# **SEX AND RELATIONSHIPS EDUCATION POLICY**

**Issue 1**

## Co-op Academy Failsworth - Sex and Relationship Education Policy

### **Rationale**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health, sexual exploitation – advice - indicators. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. Legal age explicitly stated throughout lessons. Co-op Academy Failsworth recognises the importance of SRE education and will endeavour to have the highest quality of this in the academy as part of our commitment to a student's broad and balanced curriculum, preparing them for life in the 21<sup>st</sup> century.

### **Key points**

- Co-op Academy Failsworth recognises its responsibility to provide Sex and relationships Education for its students.
- SRE will be delivered through Citizenship, Science and Humanities (RE). It is also delivered in other subjects as a sub-topic of what is being studied, eg in English and Drama.
- The academy will support young men and women who become parents themselves. The academy will work closely with LA agencies to ensure this support.
- The academy follows the Governments Value framework in its delivery of SRE. Pupils will learn the significance of marriage and stable relationships as key building blocks of community and society.
- As in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* – the academy acknowledges that there are strong and mutually supportive relationships outside marriage. The academy will take steps to ensure that there is no stigmatisation of students whose home arrangements differ from the traditional idea of husband and wife in a married relationship.
- Any safeguarding issues revealed during discussion or meetings will be managed via CP procedures (see Child Protection & Safeguarding Policy).
- The academy works with a number of outside agencies to support SRE. These include Brook, Connexions, academy nurse, 'Somebody's Daughter' play and others. These agencies and others will also contribute to SRE within the curriculum as visitors.
- With the exception of the statutory Science curriculum time, parents have the right to withdraw their child from SRE. They must put this in writing to the Headteacher.
- All students, regardless of gender, ability, ethnicity, sexuality, are entitled to SRE and will participate in lessons.
- SRE in the academy will be monitored and evaluated by the Deputy Headteacher – Curriculum.
- The Policy will be reviewed bi-annually.
- Topical and local issues are addressed such as grooming, sexting and 'grabbing' to respond to current issues affecting young people in the community.
- Students are given the opportunity to undertake activities in same sex groups and are invited to anonymously ask questions via exit passes and class activities.
- The academy is aware of the law in relation to forced marriage and female genital mutilation.

### **Conclusion**

SRE is part of the broad and balanced education which the academy provides. It is key to a students' future well-being and readiness for their adult life. The academy takes seriously its responsibility to educate students in SRE and has dedicated lessons in citizenship at both key stages which caters for explicit SRE education.

## CO-OP ACADEMY FAILSWORTH – SRE POLICY - GUIDANCE

### **Policy Aims**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

This policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils' skills for a healthier safer lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To provide a description of how SRE is delivered, monitored and evaluated in the academy;
- To help pupils learn to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

In summary the policy aims to

1. Develop all pupils as individuals, each valued in his or her own right and promoting for each pupil a positive self-image.
2. Helping pupils to care about other people, to be capable of forming constructive relationships and to accept responsibility for the welfare of others.
3. Helping pupils to understand that there are morally, ethically and legally acceptable forms of behaviour.
4. To deliver factual information relating to safer sex including HIV and AIDS and other sexually transmitted infections, and contraception for life.

### **Values Framework**

As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document *Supporting Families* - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable healthy relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of SRE within the academy, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole academy community.

The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another
- Know their rights and responsibilities and the law relating to sexual offences

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education in this academy.

## **Learning outcomes for SRE within the academy**

By the end of Key Stages 3 and 4 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

## **The organisation of Sex and Relationship Education**

SRE is co-ordinated by the Key Stage 3 and 4 Citizenship Co-ordinators and is taught within the PSHE element of the programme at Key Stages 3 and 4. Biological aspects of SRE are taught within the Science curriculum and some moral aspects are taught within RE.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. The programme content has been agreed in consultation with governors, parents and teaching staff.

## **PSHE delivery of Sex Education will be:**

Year 7-11 will receive PSHE during Citizenship lessons and various curriculum subjects will also deliver aspects of PSHE eg. Assembly themes; Reproduction – Science; Relationships – Drama; Healthy Eating - Food Technology.

## **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE Co-ordinator and teacher's responsibility to plan the curriculum and lessons."

Visitors to the academy, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Citizenship TLR team will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the academy's SRE programme. A teacher will be present during the lesson.

## **Terminology**

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

## **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, academy health care advisor or young person's health drop-in service for an answer or seeking advice from the Citizenship TLR team.

## **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## **Monitoring and evaluation of SRE**

The Citizenship TLR team collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from group discussions with teachers and pupils and feedback forms. Any staff

development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

### **Withdrawal of students from sex and relationship education and complaints procedure**

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Deputy Headteacher – Curriculum to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the Deputy Headteacher - Curriculum

### **Equal opportunities**

All pupils are entitled to receive sex and relationship education regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

### **Safeguarding / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance.

The staff member will inform the Headteacher / Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying

## Key Stage 3 and 4 only

### **Under 16s' entitlement to confidential health advice and treatment**

The Academy Health Care Administrator and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the Academy Health Care Administrator sees pupils on a one-to-one basis she will follow these professional guidelines. In PSHE lessons, however, she must follow the same guidelines as teachers.

SRE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside the academy. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs.

### **Safeguarding**

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the student to talk to a parent/carer.
- Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age, there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the Child Protection Officer. The CPO can advise whether they need to know the name of the student and whether the child protection procedure needs to be followed. The student will be kept fully informed at all stages. Please refer to the Safeguarding and sexually active young people guidance.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases the teacher can seek advice from the CPO as above. The academy governors and senior management team will support the staff member in exercising his/her professional judgement about what is in the young person's best interests.

### **Student support services available in the academy**

The Academy Health Care Administrator holds a weekly drop-in. She is able to offer all pupils confidential health advice and support on any issue.

The Connexions personal advisers are available in the academy every week. They will offer students (from the age of 13) advice on their education choices and support with any other needs.

All the above student support people work together and with family tutors, the Pastoral Team and the Assistant Headteacher - Inclusion, but they will not share personal information about students without their permission unless there are child protection concerns.

### **Support for pregnant teenagers and young fathers**

Any pupil who is continuing with a pregnancy will be given time with the Pastoral Leader / Senior Pastoral Manager to ensure she knows how she may continue her education within this academy and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from the County Specialist Support Service. The Academy Health Care Administrator will help her to access antenatal and postnatal care.

The academy will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues, for example Citizens' Advice Bureau and Connexions.

**Policy development, dissemination and review process**

This policy was drafted by the Deputy Headteacher - Inclusion with the Citizenship team. The policy was then ratified by the governing body.

The policy is made available to teaching and non-teaching staff, community partners and visitors to SRE. Parents/carers are invited to view the policy via the website.

The policy will be reviewed every two years by the Deputy Headteacher - Inclusion in consultation. It will be set before Governors by the Headteacher for their continued acceptance.

