

SEX AND RELATIONSHIP EDUCATION POLICY (SRE)

(Statutory policy)

This policy links with: Child Protection Policy, Equality Information and Objectives
Policy

This policy was ratified by the Governing Body on:	24/9/18
This policy will be reviewed in:	September 2020
This policy will be reviewed by:	Mr P. Rigby

DOVER CHRIST CHURCH ACADEMY
SEX AND RELATIONSHIP EDUCATION POLICY (SRE)

1. This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

2. **What Is Sex and Relationship Education?**

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. **Principles and Values**

In addition Dover Christ Church Academy believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad

concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

4. Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.
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Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

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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;
- the avoidance of unplanned pregnancy.

5. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. We aim to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

6. Organisation and Content of Sex and Relationship Education

Dover Christ Church Academy specifically delivers Sex and Relationship Education through its PSHE Programme and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at DCCA takes place within SRE workshops. Tutors and class teachers generally deliver the PSHE Curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The cross-curricular PSHE Programme and Science National Curriculum is taught in every year.

Any SRE lesson or workshop may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their

developing sexuality need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (ie in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

9. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Principle of any disclosure unless the Principle has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the academy's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the academy's confidentiality policy.

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Year Leader to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will

be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a yearly monitoring and evaluation exercise led by the Senior Leadership Team.

The Governors Curriculum and Standards Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

11 Content and Organisation

The Academy aims to provide a programme of sex and relationships (SRE) education in line with the PSHE scheme of work and Science programme. It will include:

Key Stage 3	SRE as part of PSHE		
SRE as part of National Curriculum Science	Attitudes and Values	Personal and Social Skills	Knowledge and understanding
<ul style="list-style-type: none"> • The physical and emotional changes that take place during adolescence • Human reproduction, including the menstrual cycle and fertilisation • How the growth and reproduction of bacteria and the spread of viruses can affect health 	<ul style="list-style-type: none"> • Explore and value the range of cultural and religious beliefs on aspects of sexuality and sexual health • Explore the reasons for having sex. Understand that sex involves emotions and should involve a sense of respect for one's own and other feelings, decisions, rights and bodies • Explore and recognise the effects of bullying and the unacceptability of it within school and wider society • Explore and understand difference in relation to gender, race and sexuality and how it feels to be different or discriminated against • Explore, understand and be 	<ul style="list-style-type: none"> • Develop the range of personal and social skills needed for relationships with family and friends including: Negotiation Skills; Decision Making Skills; Assertive Skills; Listening Skills • Be able to recognise pressures from others, be able to resist this pressure and seek help • Be able to discuss relationships 	<ul style="list-style-type: none"> • How relationships affect health and wellbeing • How family life including marriage supports the upbringing of children • Aspects of sexual health including sexuality, contraception, safer sex, abortion, HIV and Sexually Transmitted Infections • Meaning of confidentiality in

	<p>able to describe the positive qualities within a relationship</p> <ul style="list-style-type: none"> • Explore body image and self-esteem and understand its impact on sexual health • Develop a critical awareness of messages about gender, appearance and sexuality within the media and elsewhere • Explore and understand the attitudes surrounding health sexual relationships the influence of pornography on students' understanding of health sexual relationships. 	<ul style="list-style-type: none"> • Develop skills in challenging prejudice and valuing diversity • Be able to seek help and advice from sexual health and community services, as well as other adults such as parents and carers 	<p>school and health settings</p> <ul style="list-style-type: none"> • How risk taking affects sexual health and well being • The law affecting young people and sex • The law affecting young people, the use of social media and viewing pornography
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SRE as part of National Curriculum Science	Attitudes and Values	Personal and Social Skills	Knowledge and Understanding
<ul style="list-style-type: none"> Children and young people know and understand the effect of sex hormones and how sex is determined in humans Some medical uses of hormones including the control and promotion of fertility 	<ul style="list-style-type: none"> Have opportunities to think about the consequences of sexual activity and relationships Identify different value frameworks and understand how they affect behaviour Explore and understand exploitation and abuse within relationships Explore and recognise links between risk taking and sexual activity with alcohol and drug use Identify and understand rights and responsibilities within relationships 	<ul style="list-style-type: none"> Be able to demonstrate assertiveness skills Be able to discuss a range of moral and social issues, including cultural attitudes towards sex and sexuality, contraception, abortion, the age of consent (topic-religion and relationships) Have the skills to access local and national support 	<ul style="list-style-type: none"> Examine issues relating to relationships The importance and uses of contraception The purpose and character of marriage The importance of being a good parent Sex before and outside marriage How risk taking affects sexual health and well being The law affecting young people and sex

CITIZENSHIP	
Key Stages 3 and 4	<ul style="list-style-type: none"> To participate in SRE policy and programme development and review To consider the effect of national, regional, religious and ethnic identities on beliefs and attitudes to sex, relationships, gender and sexuality To be critically aware of the effect of messages imparted by the media about sex, relationships, gender and sexuality To know about and understand the social, cultural and economic impact of HIV as a global epidemic Practice expressing their personal opinions and listening to those of others about a range of issues such as marriage, contraception, abortion, gender, sexuality and teenage pregnancy Develop the skills of empathy, respect and understanding in relation to sex, sexuality and relationships Take responsibility for one's own sexual attitudes and behaviour Be able to express, understand and evaluate different views that people hold about sex, sexuality and relationships eg Homosexuality, sex before marriage

12 Teachers' Responsibilities

To reassure parents, students and governors that the personal beliefs and attitudes of teachers will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above.

13 Specific Issues

The Sex and Relationship Education Guidance 2000 document recommends that the following specific issues should be included in the school's policy and covered in the SRE programme:

- Both boys and girls should be prepared for puberty
- Girls should be prepared for menstruation before their periods start (where possible)
- Young people need access to, and precise information about, confidential contraceptive information, advice and services
- Young people need to be aware of the moral and personal dilemmas involved in abortion and know how to assess a relevant agency if necessary
- Young people need to be aware of the risks of STIs, including HIV, and know about prevention, diagnosis and treatment
- Young people need to know not just what safer sex is and why it is important, but also how to negotiate it with a partner

14 Confidentiality and Advice

Teachers can give students, individually and as a class, guidance on where they can obtain confidential advice, counselling and, where necessary, treatment. **Teachers should not give personal advice pertaining to students' choice of contraception.**

Teachers may be party to sensitive information about students, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The Academy's policy on confidentiality clarifies matters for teachers concerning the following:

- Guidance about who needs to know in particular instances. Information about students should not be passed on indiscriminately;
- That teachers should not offer students unconditional confidentiality;

- The information about behaviour that is likely to cause harm to students or to others must be dealt with in line with the school's Child Protection procedure and passed on to the appropriate agency;
- That teachers should make it clear to students that some information needs to be passed on in the student's best interest and that they will be informed when this is a necessity;
- In the case of illegal activity, action should be taken in the best interests of the student. This does not necessarily involve informing the police in every instance;
- Teachers are not obliged to pass on information about students to their parents;
- If the teacher believes the student is at moral or physical risk or in breach of the law, it is their duty to ensure the student is aware of the risks and encourage them to seek support from their parents where appropriate;
- External agencies working with students are made aware of, and individual advice and support directly to students, they may be following different guidelines on confidentiality and students need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people;
- Teachers should explain and reinforce the need for ground rules in lessons to protect students from making inappropriate personal disclosures.