



DROYLSDEN

Academy

Sex and Relationship Education Policy

This policy is informed by:

- Sex and Relationship Education Guidance (DfE /2000)
- PSHE and Citizenship key stages 3 and 4 (updated version 2011 DfE web site)
- National Curriculum Science (updated version 2011 DfE web site)
- 1993 Education Act (Section 241)

1 Purpose of the Policy

- Clarify the legal requirement and responsibilities of the Academy
- Clarify the Academy's beliefs about Sex and Relationships Education (SRE) for all staff, students, governors, parents/carers, external agencies and the wider community
- Provide a moral framework to guide the development of the SRE programme and how it is taught
- Provide guidance for evaluating the effectiveness of the SRE programme

2 The Legal Requirement and Responsibilities of the Academy

2.1 Governors are required to ensure that sex education, including education about HIV and AIDS and other sexually transmitted diseases, *is provided for all students*. Governors are also required to produce a Sex Education Policy outlining the content and organisation of that curriculum and to make copies available for inspection by parents and, if requested, provide a copy free of charge.

2.2 Section 241 of the 1993 Education Act gave parent/carers of both primary and secondary students the right to withdraw students from all or part of any sex education that does not form part of the National Curriculum. The parental right of withdrawal extends to all students, including those over compulsory school age. This was reinforced in - SRE Guidance, (DfE 2000):

“Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the National Curriculum.”

Throughout this policy, the term “parent/carers” means all those having parental responsibility for a child

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2.3 In National Curriculum Science at Key Stage 3, there is a requirement for all students to be taught about human reproduction and the physical and emotional changes that take place during adolescence. Parent/carers do not have the right to ask for students to be withdrawn from this aspect of the SRE programme.

2.4 Section 1 (2) of the Education Reform Act 1988 requires all state schools to offer a curriculum which:

‘Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society: and prepares students for the opportunities, responsibilities and experiences of adult life’.

2.5 Section 46 of the 1986 Act requires that the LEA, the Governing Body and the Principal: -

“Shall take such steps as are reasonably practical to secure that where sex education is given to any registered students at the school it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life”.

3 Rationale for the teaching of Sex and Relationship Education

3.1 The Academy agrees with the DfE Guidance (2000) that ‘Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives’.

Sex and Relationships Education at the Academy will be through an integrated and consistent approach. It will involve planned opportunities to support the development of self-confidence, to respect and care for others and value diversity. It will be taught within a moral framework applied to all aspects of Academy life and all curriculum areas.

4 Aims of Sex and Relationship Education

4.1

- To develop students’ self-esteem and self-confidence
- To develop respect for self and others
- To develop an understanding of, and sensitivity towards the needs and views of others
- To provide knowledge and understanding of Sex and Relationship issues
- To develop the skills and attitudes enabling students to manage their lives in a responsible and healthy way
- To develop a sense of personal responsibility for decisions and actions taken

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- To provide current information about agencies who provide support
- To support parent/carers in meeting their responsibilities in bringing their children up to become responsible young adults

5 Organisation of Sex and Relationship Education

5.1 Sex and Relationship education will be co-ordinated by Curriculum Leaders and Heads of Year with support from the Vice Principal (Engagement and Learning). They will ensure the Academy Sex and Relationship programme meets student needs and is developmentally appropriate. Parent/carers who have concerns about Sex and Relationships Education will be able to contact the Vice Principal (Engagement and Learning)

5.2 Delivery will be through agreed topics, planned aspects of Science, RE, the pastoral time programme, assemblies and KS4 Health and Social Care. All aspects of SRE will be presented in a balanced way, taking into account the cultural diversity within the Academy.

5.3 Knowledge and Information:

Key Stage 3 - Puberty, personal safety, friendship and love, family life and relationships, gender issues/conception and birth, contraception, HIV/AIDS, safer sex, support from agencies, sex and the law, life stages.

Key Stage 4 - Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases (including HIV/AIDS), sexual lifestyles, support from agencies, prejudice and stereotyping, different faiths and cultures.

Issues will be presented in an objective and balanced way, with students being encouraged to consider their attitudes within the Academy values framework. An awareness of the difference between fact, opinion and religious belief will be nurtured.

5.4 Values and Beliefs:

- 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
- formulate and discuss their views whilst respecting those of others

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- 5.5 Skills and abilities:
- communication, including the making and keeping of relationships
 - assertiveness
 - decision-making
 - recognising and using opportunities to develop a healthy lifestyle

6 Monitoring and Evaluation

- 6.1 Established Academy evaluation processes including monitoring of schemes for learning, lesson observations, learning walks, student voice, staff voice, parent/carer questionnaires and interviews will inform discussion about the successful implementation of this policy.

7 Specific Issues

- 7.1 The Academy is legally required to refer concerns regarding child protection issues, including sexual abuse, to other agencies such as Social Services. This will mean that Academy staff might need to support an investigation into the care of individual students attending the Academy.
- 7.2 Students will be made aware that some information cannot be held in confidence and that certain disclosures will lead to action. Staff will adhere to the following procedures:
- Disclosure or suspicion of possible abuse will invoke the Academy's Child Protection procedures
 - Disclosure of pregnancy to any member of staff will be referred to a designated Child Protection Officer teacher who will contact the appropriate agency

Where a student makes a disclosure to a member of staff, and he/she finds the subject matter difficult to deal with, it is not a breach of confidentiality to discuss the matter with a Line Manager.

These guidelines are intended to ensure that staff use their professional discretion, whilst also operating within a legal framework. It is important that staff know that it is not a requirement that they deal with a student beyond the referral stages, as there are designated staff, both within the Academy and within Social Services, who are responsible for implementing investigations and offering support to students.

- 7.3 If a student asks an explicit or difficult question, staff should use their professional judgment in deciding the most appropriate response. This may be through individual work or discussion with the student. If staff are concerned, they must refer the matter to their line manager.

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- 7.4 Students come from a rich diversity of cultures and all are entitled to learn in a supportive environment, free from discrimination. Some students may use sexually related or homophobic language as a way to harass others. This is unacceptable and will be dealt with as with any other form of harassment, through the Academy's Equality Policy.

Other Relevant Policies:

Equality and Diversity
Child Protection
Positive Behaviour for Learning & Teaching
Race Equality
PHSE
Off Site and Residential Activities Guidance
Health and Safety

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