



Sex & Relationships Education

Adopted by: Governing Body
Reviewed and Updated: September 2015
Next Review: September 2018

Contents

This document should be read in conjunction with all other school policies.

Section 1 School statement and aims

Section 2 Organisation of Sex & Relationship Education

Section 3 Arrangements for young people withdrawn by parents

Section 4 Working with Parents & Carers

Section 5 Monitoring & evaluation

Section 6 Confidentiality & advice

Section 7 Dealing with inappropriate sexual behaviour

Introduction

Delta Education Trust provides education for pupils with social and emotional needs and for those with conditions on the autistic spectrum (ASD). The trust is committed to working with pupils to identify and address their barriers to learning.

We believe that all individuals have rights and responsibilities to themselves and to others.

This is based on the belief that all individuals are of value and should be given the opportunity to learn and develop potential.

Our overarching aim is to enable young people to develop their full potential to lead a purposeful life.

Key Objectives:

- The provision of personalised, high quality education with flexible learning pathways
- The development of personal and social skills
- Partnership working with parents, schools and other agencies.
- The development of positive strategies to overcome barriers to learning
- Preparing our pupils well for the next stage of their education and for life in modern Britain.

Section 1

Aims

The academy's sex and relationship policy will follow the national guidance, ensuring that this is taught in a holistic way within the schools' Science and PSHEE/PSD curriculums. It will highlight the importance of the following aims in a culturally sensitive way:

- To know the correct names for the reproductive organs and what they do.
- To understand about puberty.
- To understand about strong, healthy, mutually supportive relationships including marriage, care, unconditional love, the responsibilities of parenthood as well as sex. (Sex will always be seen in the context of positive relationships not in isolation in wellbeing lessons).
- To develop skills to talk about feelings, to listen to others and share understanding necessary to create healthy relationships.
- To be able to recognise unsafe situations, protect themselves and seek help.
- To ensure boys and girls are given equal focus and identical information.
- To raise pupils' self-esteem and confidence especially in their relationships with others.
- To encourage respect and consideration for others and their right to be different, to include; sexuality, gender, culture, nationality and religion.
- To teach the value of reflective thinking and responsibility for decision-making in relation to sexual activity and that actions have consequences.
- To provide information about safe sex, contraception and local sources of help and advice.
- To develop skills to reduce the risk of, exploitation, misunderstanding, abuse and being subject to peer pressure.
- To present the arguments for delaying sexual activity, resisting unwanted pressure (peers, media) and having goals and ambitions for the future.
- To ensure young people understand how the law applies to sexual relationships.

This policy aims to foster personal responsibility in all forms of behaviour, to encourage respect and consideration for others and to provide support and information for young people.

Section 2

Organisation of Sex & Relationship Education

- Sex and Relationships Education is delivered in PSD, Science and a number of discrete lessons.
- Use will be made of health professionals and outside agencies and peer educators from within the agreed protocol laid out in the Quality Standards Document developed through the Healthy Schools Scheme.

- Classroom arrangements are considered in the light of individual groups' dynamics. The preference is for mixed gender groupings however the timetable is not always flexible to support this.

Gender Groupings: Ideally boys and girls will be educated together, at the academy, for their sessions including discussions around puberty, safe sex and contraception. However it may be preferable due to class composition or dynamics, for pupils, to explore feelings about their own bodily changes in single gender groups. *At all times the information given to boys and girls will be identical.*

- The teaching will be sensitive to the fact that there may be pupils in the class who have had experience of abortion.

Section 3

Arrangements for young people withdrawn by parents

1. A pupil cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence, pupils who are withdrawn from PSHE lessons will still receive the biological information but this will not be in the context of relationships.
2. Parents/carers exercising the right to withdraw should be aware that SRE could arise naturally as a result of class discussion.
3. Parents should be aware that their child may unconsciously ask a question linked to SRE and that this will be answered honestly by the teacher.

Section 4

Working with Parents & Carers

- Support for parents, in talking to their children about SRE will be offered in line with research which “shows that children and young people want to receive their initial sex and relationship education from their parents.”(DfEE 0116/2000).
- The academy will inform parents of their child’s annual progress in PSHE, in the annual report.
- Complaints procedure – all complaints about the sex education curriculum are dealt with through the school’s complaints procedure, which is available to parents on request.
- Culture and religion will always have strong links with and raise questions about the content of SRE. The school will endeavour to consult with parents in accordance with their wishes, where requested meetings will be held individually with different cultures and religious persuasions to. Every effort will be made to keep parents informed and to nurture shared understanding and co-ownership of the aims of the SRE policy.

Section 5

Monitoring & evaluation

The PSD Co-ordinator will be responsible for;

- Ensuring the policy and programmes are implemented as agreed.
- Recommending targets for whole school development.

Assessment

- Factual knowledge and understanding:
Will be discussed at the end of each session and will be observed in debates and via questionnaires.
- Skills:
The academy will ensure that pupils have had the opportunities to learn about sex and relationships. Assessment of what pupils have learnt will be through discussions, worksheets or role plays (as appropriate).
- Attitudes and Values:
Young people will be encouraged to clarify what they think, feel and believe, to reflect on how their personal values relate to those the school and society, and on the consequences of challenging these values. Assessment will therefore be about how pupils are able to clarify their values rather than what the actual values are.

Section 6

Confidentiality & advice

Particular care will be exercised over advice given to pupils.

- Where they disclose that they are having under age sex they will be encouraged to talk to their parents and/or to a health professional about risk factors and safe sex.
- Where circumstances lead a teacher to believe a child is at risk of harm or of harming itself the situation will be discussed with the Designated Safeguarding Lead.
- Confidentiality procedures will be outlined at the beginning of lessons when the ground rules are set.

Young people will be reassured that at all times actions will be taken in their best interests and nothing will happen without their being aware of it in advance.

Sensitive Issues

Detailed guidance on dealing with sensitive issues, including sexual orientation, aims and illegitimacy is available from the PSD Co-ordinator.

Section 7

Dealing with inappropriate sexual behaviour

Any sexual behaviour displayed by pupils in the school will be regarded as inappropriate. It will be referred to the Headteacher / Designated Safeguarding Lead.