



Wingfield Academy

A Policy for Sex and Relationships Education (SRE)

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A Policy on Education for Sex and Relationships

Wingfield's Statement

The Academy's Sex Education Policy aims to provide an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are responsible for their own behaviour and bodies.

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 differences between fact, opinion and religious belief. Much of the work is covered in PSHCEE lessons. However, moral and ethical issues may also be addressed in certain topics in any National Curriculum subject and across the whole curriculum. As long as any discussion takes place within the context of the subject it will not be deemed to be part of the specific Sex Education programme and will not be subject to the parental right of withdrawal.

Parents do not have the right to withdraw their children from relationships education. Parents do however have the right to withdraw their children from some aspects of the Sex Education. This does not include what is taught as part of the science curriculum. Parents wishing to exercise that right are requested to write to the Headteacher. Before granting such a request, the Headteacher should discuss the value and importance of sex education with parents. Once a student has been removed, he/she cannot return to any part of the programme without parental approval up to and until three terms before their 16th birthday. After this point, if the child wishes to receive all or part of the Sex Education programme rather than be withdrawn, necessary arrangements will be made to provide it. Any questions regarding the Sex Education Policy should be made to Miss Gregory. The full policy statement is available for inspection by parents at the Academy.

Introduction

Sex and relationships education is an important area of the curriculum which encourages pupils to take charge of their lives now and prepares them for future experiences. It begins in the early years of childhood and is delivered both consciously and unconsciously by parents, teachers, other significant adults, the peer group and the media.

Within the Academy situation, sex and personal relationships education:

“provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships; it encourages the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner”

NCC Curriculum Guidance 5.
Health Education

Due to the sensitive nature of some of the work which may be involved in sex and relationships education, it is important that this work is set in the wider context of a Personal, Social, Health and Economic Education programme, rather than standing alone as something separate.

It is recognised that within our Academy there is a variety of different values which arise not only from social circumstance, upbringing, and sexual orientation but also from religion. Staff need to be sensitive to these issues and take into account a variety of different value bases when planning and delivering this programme of work. However, the underlying values, which underpin the whole of this work, are based on respect for others, the development of personal relationships, responsibility and personal choice and these are clearly the focus throughout.

The rights of young people to have access to balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the keystones to the programmes.

Aims and Objectives

Aim

Sex and relationships education aims to help pupils to develop caring and positive relationships in which the rights of others are acknowledged and respected taking into account the needs of all pupils regardless of gender, culture, religion, sexual orientation or Special Educational Needs.

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advise if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and Media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being Safe

By the end of secondary school, pupils will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent,

and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to further help.
- How the different sexually transmitted infections (STI's) are transmitted, how the risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The issues outlined in this policy arise in many different areas of the curriculum, but the main focus of the work is covered in PSHCEE at Key Stage 3, SMSC at Key Stage 4, individual mentoring time as appropriate, and Science. The opportunity of time to discuss feelings and attitudes, give information and develop skills in PSHCEE and individual mentoring time as appropriate are combined with the more factual input given in Science.

CONTENT

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

It aims to provide progression and reinforcement in learning. It is continually evolving to recognise the changing needs and experiences of young people.

Staffing

The Academy believes that currently the responsibility for planning and delivering this area of the curriculum lies with the PSHCEE teaching staff. At Key Stage 4 the SMSC team takes this work forward developing and discussing the issues, which are consistent with the developmental age of the pupils.

It is recognised that some staff may find it uncomfortable, and may lack confidence, when delivering sensitive issues. If this is the case every effort is made to provide support either with resource materials and/or training.

Specialist visiting speakers add an extra dimension to enhance the PSHEE curriculum and are used where appropriate and when available to make topics more relevant to the real life of students. It is important that any such visitor is aware of the Academy policy, is briefed beforehand and in line with good educational practice.

Methodology

A wide variety of teaching and learning styles are employed including group work, discussion, video, research and information giving.

Resources

Schemes of work are constantly being reviewed and updated by the PSHCEE teaching staff. All resources used are chosen with the developmental needs of pupils in mind.

Evaluation

The sex and relationships education curriculum is constantly under review and is evaluated as a result of feedback from pupils in lessons and staff involved in the teaching of PSHCEE. Students are asked to regularly assess their PSHCEE lessons in order to inform future planning, each module culminating in a review of knowledge attained. Changes and developments are made in light of this feedback and in order to keep up to date and respond to the changing needs of the pupils as well as current focuses in sex and relationships education.

Specific Issues Which May Arise

- 1) Questions which pupils ask will be answered openly and honestly in line with the Academy's aim of giving knowledge and information appropriate to the development age of the pupil.
- 2) Trained staff in secondary schools should give young people full information about different types of contraception, including emergency contraception, and their effectiveness. Pupils may wish to raise further issues with staff arising from discussion in the classroom. Trained teachers can also give pupils - individually and as a class - additional information and guidance on where they can obtain confidential advice, counselling and where necessary treatment. Teachers cannot guarantee absolute confidentiality.
- 3) The issue of sexual orientation is one which should feature in discussions about sexuality. When it does arise, teachers should deal with the subject sensitively, giving objective information, allowing balance discussion, and challenging homophobic comments.
- 4) It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of

aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'Sex and relationships education'.

In such a case, particularly where it involved pupils whose parents have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

- 5) It is important to ensure that pupils know that teachers cannot offer unconditional confidentiality. However, pupils have the right to confidential advice and support so teachers should give information as to where they can obtain such confidentiality.
- 6) It is important that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationships education within the PSHCEE framework. Teachers and all those contributing to sex and relationship education must work within an agreed values framework as described in the school's policy, which is in line with current legislation.

Policy Update

This policy will be updated annually.