

SEX AND RELATIONSHIPS EDUCATION POLICY

Version	Date
Last reviewed	October 2019
Date of next review	October 2020

1. What Is Sex and Relationship Education?

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

2. Principles and Values

Airedale Academy believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be set within the wider school context and supports family commitment acknowledging that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- 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

Sex and Relationship Education in this school has three main components:

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 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.

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.

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 avoidance of unplanned pregnancy;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.

3. Aims

The aim of SRE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health 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;
- understand the consequences of their actions and behave responsibly;
- avoid being exploited or exploiting others or being pressured into anything;
- develop awareness of their sexuality and challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected (safe) sex;
- 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.

4. Organisation and Content of Sex and Relationship Education

Airedale Academy delivers Sex and Relationship Education through its Student Wellbeing Programme, external drop down days and Science lessons at KS3 and KS4.

SRE lessons are set within the wider context of the student wellbeing curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included during drop down sessions delivered by external providers.

Any SRE lesson 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.

Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals and other groups.

Assessment is carried out in accordance with standard school policies and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes using a RAG rating system.

5. Inclusion

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the SRE curriculum.

Students with Special Needs - We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the 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 questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

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

Some parents prefer to take the responsibility for aspects of this element of a student's education. They have the right to withdraw their children from all or part of the sex and relationship education programme except for those parts included in the statutory National Curriculum (i.e, the study of human growth and reproduction in Science lessons).

We would make alternative arrangements for students in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

7. Confidentiality, Controversial and Sensitive Issues

Staff cannot offer unconditional confidentiality and this should never be offered to students. In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parents and if necessary to seek medical advice;
- child protection issues will be considered, and referred if necessary to the DSL under the school'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 the circumstances where confidentiality can be broken.

8. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHCE Coordinator to oversee and organise the monitoring and evaluation of Student Wellbeing, in the context of overall school policies for monitoring the quality of teaching and learning. The Student Wellbeing programme will undertake self-evaluation and monitoring through the usual school cycle.

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.