

SEX AND RELATIONSHIPS EDUCATION POLICY

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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 academy 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 academy 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. Rationale and Ethos

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. Roles and Responsibilities

The SRE programme of study will be led by the lead teacher of Student Wellbeing. It is their responsibility to develop a scheme of work that follows the new SRE framework. The lead teacher is also responsible for ensuring staff receive the support and training they need to effectively deliver the programme and to ensure that all external visitors are experts in their field to enhance and supplement the program where appropriate.

The SRE curriculum will be taught by a number of staff from a range of teaching disciplines. They are responsible for ensuring the programme of study is followed and that within the lessons content is covered in a sensitive and inclusive way. They are also responsible for ensuring that where required students are notified of any trigger warnings when covering certain content.

It is essential that teaching staff receive training on key topics within the framework including but not exclusively mental health and LGBT awareness as this will help support students within the lessons who have additional needs. This will ensure that staff are able to challenge discrimination in all forms both within SRE lessons and every-day school life.

5. Legislation

As an academy we are required to teach the new relationship and sex education framework as part of the Student Wellbeing programme of study. The framework will also be covered in part by external agencies sourced by the academy and discreetly through the science and PE curriculum. Current regulations and guidance from the Department of Education states that all students within the academy regardless of background and need should be taught the new framework.

The following policies support the academy's Sex and Relationship policy:

- Education Act (1998)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- KCSIE 2020
- Children and Social Work Act (2017)

6. Organisation and Content of Sex and Relationship Education (curriculum design)

Airedale Academy delivers Sex and Relationship Education through its discrete lessons as part of the Student Wellbeing Programme, external drop down days and Science lessons at KS3 and KS4. The SRE framework will be split into sections and topic areas will be taught in the appropriate year groups. Where key concepts (such as healthy relationships) can be built upon over time lessons will be taught over both key stages with prior knowledge being built upon in an age appropriate way.

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 academy policies and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills and attitudes will be assessed by targeted questioning and key assessment pieces within each unit of work. Through these assessments teachers will be able to rectify any misconceptions students have as well as help the students develop critical thinking skills that will inform their opinions and beliefs.

Quality assured resources from charities and the PSHE association will be used for subjects of a sensitive nature. The programme will be taught through a wide range of teaching methods including but not exclusively interactive activities, educational activities and theatre in education sessions to allow for inclusivity of all students regardless of ability. All resources will be of a high quality and will be reviewed and adapted on a regular basis to ensure that the information is relevant and new legislations and guidelines are covered.

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 SRE, 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 SRE is relevant to them.

7. Engaging Stakeholders

Parents and carers will be informed of and have access to the SRE policy and sample resources through the academy website. We are committed to working with parents and carers, informing them about what their child will be learning so they can contribute at home.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents/carers 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). However the sex education curriculum will be reinstated for the child the term before their 16th birthday as per the statutory framework.

If a parent or carer decides to remove their child from the Sex Education curriculum they will need to discuss their decisions with staff at the earliest opportunity. This will help the academy identify the parts of the curriculum the child will be removed from. If a parent/carers requests that their child be removed from the sex education element of the curriculum we would make alternative arrangements for students and provide support by ensuring that the student is still able to access information regards sexual health that is medically accurate.

Teaching staff and the Lead Teacher for Student Wellbeing will ensure that the views of students are sought. This will ensure that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Governors will ensure that the curriculum promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of the students, including friendships, families, consent, relationship abuse, sexual exploration and safe relationships online. They will ensure that all lessons are based on reliable sources of information including about the law and legal rights and distinguishes between fact and opinion

8. Safe and Effective Practice

We will ensure that within SRE lessons the s have a safe working environment where they feel safe and encouraged to talk and offer opinions. Students and teachers will agree ground rules at the beginning of the academic year and these will be reinforced at the beginning of each lesson as well as during the lesson where appropriate. There will be a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. Students will also be given the opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitude to relationships and sex and nurtures respect for different views.

Distancing techniques will be used where appropriate at the end of lessons to ensure that students can remove themselves from the topic. Trigger warnings will be given to the students when teaching sensitive topics such as domestic violence and drug use so that students where needed can be withdrawn from the lesson.

Student's questions will be answered in an age appropriate and sensitive way, this should be either within the classroom environment or separately at the end of the lesson if the student wishes. They will be provided with learning about how to get help and treatment from sources such as the school nurse and other health and advice services including reliable information online.

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/carers and if necessary to seek medical advice;
- child protection issues will be considered, and referred if necessary to the DSL 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 the circumstances where confidentiality can be broken.

9. Safeguarding

Teachers are aware that effective SRE, which brings understanding of what is and is not appropriate in a relationship can lead to a disclosure of a child protection issue. Should this happen staff are aware that they should contact one of the academy's DSLs immediately, they should then record the disclosure on CEPOMs as a follow up.

Teachers will consult with the DSL or the Deputy DSL around any concerns arising whilst teaching SRE even if a disclosure has not yet been made.

Any visitors that are invited into lessons will be subject to safeguarding checks before attending the Academy. These ensure that the information delivered will be done in an unbiased and accurate way. A member of teaching staff will also be present in such lessons to ensure that if a disclosure is made the student will have a member of staff familiar to them to support with this.

10. Monitoring and Evaluation of Sex and Relationship Education

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

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