



Sex and Relationships Policy 2018/19

Policy reviewed by Academy Transformation Trust on	Nov 2018
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This policy links to:	<i>Located</i>
<ul style="list-style-type: none"><input type="checkbox"/> Safeguarding Policy<input type="checkbox"/> PSHE Policy<input type="checkbox"/> Equalities Policy	

REVIEW DATE: Nov 2019

Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

This Policy should be read in conjunction with

- [Keeping Children Safe in Education \(statutory guidance\)](#)
- [Behaviour and Discipline in Schools \(advice for schools, including advice for appropriate behaviour between pupils\)](#)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\)](#)
- [Alternative Provision \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Sexual violence and sexual harassment between children in schools \(advice for schools\)](#)
- [The Equality and Human Rights Commission Advice and Guidance \(provides advice on avoiding discrimination in a variety of educational contexts\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools \(guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural \(SMSC\)\)](#)
- [SMSC requirements for independent schools \(guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development\).](#)
- [National Citizen Service guidance for schools](#)

1. Sex and Relationships Education

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

There will be high quality, evidence-based and age-appropriate teaching of these subjects to help prepare pupils for the opportunities, responsibilities and experiences of adult life. Also our schools will promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

2. Aims and Objectives

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. At Academy Transformation Trust we believe that SRE is an essential part of every pupil's education because:

- Pupils have the right to information about what is happening to their bodies, to gain skills to establish positive relationships and explore their own and others' attitudes about sexual matters;
- Pupils gain information about sexual matters from a range of sources – much of this can be incorrect and lead to misunderstanding. SRE can give an objective and balanced view;
- SRE helps to prevent unplanned pregnancy and sexually transmitted infections (STIs) including HIV/AIDS
- SRE includes topics such as puberty, menstruation, abortion

- SRE is effective when it is planned, supported by and involves parents/carers, gives staff training on teaching
- SRE takes account of pupils' views; in so doing SRE can help pupils develop positive self-image and high self-esteem, responsibility and the ability to make informed decisions;
- SRE addresses the personal and social aspects of pupils and is part of the provision of a broad and balanced curriculum as stated in the Education Reform Act 1988 and fulfils the compulsory provision of sex education as required by the Education Act 1993.
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs
- Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or coming to terms with their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.
 - Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools may also want to address the physical and emotional damage caused by female genital mutilation (FGM), where support is available and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

3. 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 about the nurture of children
 - 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
 - develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
 - be aware of their sexuality and understand human sexuality;
 - understand the arguments for delaying sexual activity;
 - understand the reasons for having protected sex;
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- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
 - have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
 - communicate effectively;
 - have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;

4. Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Academies should make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with academy staff at the earliest opportunity. Academy staff should make available SRE resources for parents/carers to review.

5. The Role of Parents/Carers

The primary role in children's Sex and Relationships Education lies with parents /carers. At the Trust we wish to build a positive and supporting relationship with parents/carers through mutual understanding, trust and co-operation. In promoting this objective we expect our academies to:

- inform parents/carers about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents/carers may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in our academies.

6. The Role of the Principal

It is the responsibility of the principal to ensure that both staff and parents/carers are informed about the Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

7. The role of the teacher

- Teachers are responsible for planning for and delivering the curriculum. They have responsibility to ensure the safety and welfare of pupils and can reassure parents/carers that their personal beliefs and attitudes will not influence the teaching of SRE.
- Teachers will tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.
- Teachers should have regard for DfEE document "Sex and Relationship Guidance" July 2000 which contains information on dealing with sensitive issues. Also should it link to Curriculum policy as it may cross into other areas such as Science for example?

8. Confidentiality

Teachers must conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the academy's child protection policy.

9. Answering Difficult Questions

If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the principal who can discuss the matter with the parent/carer, or follow the procedures in place in the academy.

10. Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Academy Transformation Trust takes its responsibilities for safeguarding and its legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38) very seriously.

11. Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We understand our duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE across our academies will foster good relations between pupils, tackle all types of prejudice – including homophobia, biphobia and transphobia – and promote understanding and respect.

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for those with SEND

12. Social media and SRE

ATT understand the importance of ensuring children and young people are made aware of the possible risks that may arise when using social media. Academies are encouraged to make sure that SRE includes explicit links to the risks and issues of social media and the internet. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

13. Monitoring and Evaluation of Sex and Relationship Education

The PSHE lead will oversee and organise the monitoring and evaluation of sex and relationships education. This may include gathering the views of parents/carers and pupils. The Principal and Governors are responsible for overseeing and reviewing the Sex and Relationship Policy. Academies should outline their provision for the delivery of sex and relationships education for each Key Stage.