

Longfield Academy

Sex and Relationship Education Policy

Policy Date: September 2016

Policy Review Date: September 2017

1. Rationale

Longfield Academy believes that sex and relationships education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE/Citizenship/SMSC programme. The students in our academy come from a range of backgrounds, beliefs and values and have differing needs. The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences. The academy acknowledges the importance of its role in supporting the welfare of young people, and through the ethos of the academy seeks to provide students with the attributes, skills and knowledge to make informed and safe choices.

2. Statutory Duty of Schools

The Governing Body is required to have a written statement of the policy available to parents. The statement must be drawn up in consultation with the CEO. The CEO must ensure that any sex education is provided in a way that ensures students are taught about the nature of marriage and its importance for family life and for bringing up children, and that students are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the students concerned.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science. The views of parents need to be borne in mind when developing a sex and relationship education policy, and parents are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

Please also note that for the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.

3. Aim

The sex and relationships education (SRE) programme aims to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy safe and fulfilling relationships based on mutual respect and responsibility, free from any abuse.

4. Principles

The Academy has a responsibility to guide and support young people through their physical, emotional and moral development. A well planned and effective SRE programme will help young people learn and respect themselves and others and move with confidence from childhood through adolescence and into adulthood.

We recognise that the prime responsibility for bringing up children rests with parents and the key part they have in providing sex and relationship guidance to their children.

It is important also to recognise the power of the confusion caused by "informal" learning by our students- including from television, radio, internet, magazines, newspapers, gossip, jokes, and various other sources which must be addressed in their learning and to ensure the safeguarding of students is paramount.

Morals and morality are essential dimensions of sexuality and relationships. All SRE will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds and students special educational needs- and it will promote those values of respect and dignity for human life which are common to all faiths and societies.

5. Objectives of SRE

The objectives of the Academy sex and relationship education programme are:

i) Attitudes and values

- understand the importance of values, individual conscience and moral considerations
- understand the value of family life, marriage and stable loving relationships for the nurture of children
- the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making.

ii) Personal and social skills

- ability to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others
- develop skills so they can make choices based on an understanding of difference and with an absence of prejudice
- developing awareness of 'consent'
- developing an appreciation of the consequences of choices made

- managing conflict
- learning how to recognise and avoid exploitation and abuse.

ii) **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 range of local and national sexual health advice, contraception and support devices
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- personal safety and support networks
- the avoidance of unplanned pregnancies.

6. Practice

Certain content and lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such lessons will not include material on AIDS, HIV, and other sexually transmitted diseases, or any aspect, other than biological aspects, of human sexual behaviour.

SRE is taught in Key Stage 3, 4 and 5 via specific age related workshop events and curriculum based learning. The learning within lessons and workshops is designed to build on previous knowledge and be appropriate to the age of the students. It is taught within mixed ability and mixed gender groups in the main. Where considered appropriate, student groupings are organised to meet specific needs including the special educational needs, particularly for those students with an Education Healthcare Plan (EHCP) for ASD and a member of the Spectrum Centre. SRE is part of the curriculum for all students.

The programme of study for sex education will demonstrate:

- i Progression from Key Stage 3 to Key Stage 4 /5 with language, concepts and content increasing in depth and complexity as the students mature physically, intellectually, emotionally and socially.
- ii Relevance and differentiation - lead teachers have an awareness and information on the levels of development of their students; they are able to draw out existing knowledge and needs and to build on them appropriately.
- iii Sex education will be integrated into a programme of Personal, Social and Health Education and into other relevant areas of the Academy curriculum.

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the Academy Sex Education programme. In such cases, particularly since they may involve students whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

The Hidden Curriculum

The sex education programme is not just what is "taught" in the classroom. Young people learn much from the overall ethos of the Academy - from the attitudes of staff, from relationships, from gender and other issues. It is important that all staff, whether directly involved in the programme or not, discuss the Academy's approach to sex education in the broad sense. With increased understanding and support, most teachers will feel able to make some positive contribution to the "whole" curriculum.

7. Roles and Responsibilities

SRE is led and coordinated by Teacher /AHOC responsible for PSHE/SMSC.

It is delivered by members of the PSHE / Citizenship teaching team to their own teaching groups in KS3. The materials and lessons are planned by the lead teacher in association with other relevant parties to ensure appropriate content and style. All staff, parents and stakeholders have access to the SRE policy on website. Teachers have document of aims and objectives for the specific units of work. The class teacher is responsible for ensuring, as far as possible, that the teaching environment is conducive for this kind of subject matter including the setting up and use of ground rules.

In addition a planned programme of Focus events are planned over KS3,4,5 and all students have access to and attend workshops. These are delivered by teaching staff and external agencies, including Porchlight, KCC Outreach workers and other commissioned services. Other organisations including theatre workshops are used as available and appropriate. All external facilitators will be required to conform to this policy statement.

The Kent School Nurse is used as an additional resource wherever possible. The nurse provides a regular drop in facility for students covering health and she is able to advise on sex and relationships and contraception. Her expertise is encouraged and the students can make 1:1 appointments for advice. All other written and visual resource materials are thoroughly checked before being used in lessons. Resources and units of work are available at the Academy should they be requested for view by parent.

As Academy policy, all staff would be expected to uphold and, where appropriate, reinforce the values and expectations promoted in this document in their day-to-day contact with students.

Teacher responsible for PSHE attends termly Kent PSHE briefings to ensure the academy takes in account all relevant guidelines.

Teachers are required to adhere to the Academy's policy on confidentiality between themselves and students as set out within this section. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students but, in a classroom situation, they should follow the Academy's Confidentiality Policy

Pastoral Support

Sexuality is an important part of living and learning but it may present some individuals with worries and tension at certain times in their lives. The Academy provides support for individual students worried or disturbed by some aspect(s) of their development, relationships or environment.

Care must be taken, however, in counselling and providing advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. It will require skilled judgement to know when to counsel and when - and how - to refer for specialist counselling and support.

The "signposting" for students to agencies and services is undertaken in liaison with Student Support Coordinator to appropriate services.

Student

There will be expectations placed on the students in terms of behavior and mutual respect. They will be encouraged to approach this type of work in a mature way and respect others opinions, beliefs and values so that topics can be addressed and explored appropriately. The manner in which they approach the work can have a direct effect on the way in which the teacher is able to proceed with the lesson.

Parent

Parents have the right to withdraw their child from any SRE provided outside National Curriculum Science. They will be informed by letter before the session of lessons begin and are required to put their request in writing to the academy.

We recognize that parents have a role in reinforcing attitudes and values, personal and social skills, knowledge and understanding to encourage a positive debate at all times.

8. Review

This SRE policy will be implemented, regularly monitored and evaluated by the lead teachers and Senior Leaders. A PSHE/SMSC tracker is maintained by Assistant Head of College. The Governing Body will regularly review this policy and associated procedures to ensure its continuing effectiveness and impact.

September 2016