



MASCALLS ACADEMY

*Aspire Believe Achieve*

## **Sex & Relationships Education Policy**

Reapproved by Governors: January 2015

To be reviewed March 2017

## **1. Policy Formulation**

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to have a statement of Policy regarding Sex Education that should be available for inspection and to parents. This policy complies with DFES Guidance on Sex and Relationships (0116/2000). SRE is: defined as ‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’ (Sex and Relationship Education Guidance, DfE 0116/2000). It has three main elements, attitudes and values, personal and social skills, knowledge and understanding.

## **2. Aims**

Sex and Relationships Education at Mascalls aims to help students develop knowledge, skills and understanding of the importance of loving, stable relationships, sexuality and good sexual health. It will help young people lead confident, healthy lives as well informed, active citizens with due regard for the value of marriage, stable relationships and family life. It aims to develop self-esteem and to encourage pupils to take responsibility for the consequences of their actions.

Mascalls SRE policy is developed to prepare students as they pass from adolescence into adulthood with an awareness of the needs and rights of others and the capacity to make choices in a caring and sensitive manner. It will enable students to behave responsibly in their personal relationships and conduct their lives with confidence, with an understanding of their moral, spiritual and legal rights.

## **3. Objectives**

The Sex and Relationships Education Programme at Mascalls seeks to;

- provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction,
- lead to the acquisition of understanding and attitudes to enable students to view their relationships in a responsible, empathetic and healthy manner
- provide a programme which is tailored not only to the age but also the understanding of students,
- present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour.

- encourage the development of social skills and strategies which will enable students to recognise and avoid exploitation and abuse.
- provide information about a range of local and national sexual health advice, contraception and support services.
- allow students to examine the physical, emotional and moral implications of sexual behaviour and to appreciate the need for both sexes to behave responsibly in sexual matters,
- develop awareness of sexual identity, and to challenge sexism and prejudice in society,
- ensure that students have a clear understanding of sexual and reproductive biology, including a knowledge of HIV and other sexually transmitted diseases (STIs).
- help students understand the reasons for delaying sexual activity and the benefits to be gained from such delay.
- increase awareness of the harmful effects of pornography and the way in which it 'sexualises' both men and women.

#### **4. Organisation and Delivery**

1. Sex and Relationships Education is part of a planned, cohesive and coherent Health Education Programme, delivered in all years from Year 7 to Year 13. Students will receive SRE through their year group advisory sessions. Guidance and resources are used from Kent Healthy Schools to support delivery. Some aspects are also addressed in Science (KS3 and KS4, Attainment Target 2) and in other curricular areas including assemblies where appropriate.
2. All students within the school have equal access to sex and relationships education. Topics are revisited to allow provision for previous absence and different levels of understanding and maturity. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities.
3. Teachers and all those contributing to sex and relationships education will work within an agreed values framework as set out in this policy and where appropriate receive training.

## **5. Working with Parents**

1. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. (This does not include aspects of Sex Education covered by the Science National Curriculum.)
2. Parents are the key people in teaching their children about sex, relationships and growing up. The school seeks, at all times, to work in partnership with parents. Many parents find it difficult to talk to their children about matters relating to sex and relationships. The school is committed to supporting parents in this area and believes that the sex and relationships education programme is of the utmost importance for all students.
3. Parents/guardians are very welcome to meet members of staff to discuss any concerns they may have and to view the teaching materials. Parents wanting to exercise the right of withdrawal are invited to write to the Headteacher in the first instance.

## **6. Course Content**

The detailed content of the sex and relationships curriculum will be made available to parents on request and from time to time the school will offer parents the opportunity to view the materials used to support the programme. Within the framework of objectives outlined in paragraph 3, and with due regard for the values of family life, the course will deal with the following aspects of sexuality and reproduction.

- The preparation of boys and girls for puberty.
- The preparation of girls for menstruation before their periods start.
- Precise information about access to confidential contraceptive information, advice and services.
- Precise information regarding sexual reproduction regarding physical and social aspects.
- The moral and personal dilemmas involved in abortion and knowledge to access a relevant agency if necessary.
- The impact of pornography.
- Awareness of the risks of STIs including HIV and information about prevention, diagnosis and treatment.
- Sexuality and different forms of identity and relationships.
- Knowledge about what safe sex is, why it is important and how to negotiate with a partner.

## **7. Sensitive or controversial topics**

1. During sex and relationships education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. Teachers should establish of ground rules so that young people are aware of the set parameters. For example:
  - If a question is too personal, remind the young person of these parameters.
  - If the young person needs further support, follow the guidelines within this policy.
  - If a question is felt to be too explicit, acknowledge this and deal with it outside the whole class setting;
3. Any concern about sexual abuse must be followed up under the Child Protection procedures.
4. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
5. Sexuality and Sexual Orientation – Teachers will deal openly and honestly with questions relating to sexual orientation. There should be no promotion of any particular sexual orientation.
6. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include mention of sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, at the same time trying to avoid the development of bias and prejudice. Staff should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

## **8. Confidentiality**

1. Effective sex and relationships education should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or plan to start such a relationship. It is desirable but not always possible that this person should be their parent or carer. The law allows health professionals to see, and in some circumstances, to treat young people confidentially and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions young people need to be aware of the law in relation to sexual activity and both national and local confidential services.

2. Nevertheless, there may be cases where a teacher learns from a pupil under 16 years old that they are having, or are contemplating having sexual intercourse. In these circumstances the school will take steps to ensure that:
  - Wherever possible the young person is persuaded to talk to their parent or carer.
  - Any child protection issues are addressed.
  - That the child has been adequately counselled and informed about contraception, including precise information about where they can access contraception and advice.
3. When the teacher who receives the information believes that there is a child protection issue to be addressed, they should refer the case to the designated child protection co-ordinator, (which at Mascalls is Mr John Vennart). They should also ensure that the pupil understands that if confidentiality has to be broken, they will be informed first.
4. It is only in the most exceptional cases that the school should be in the position of having to handle such information without parental knowledge and where younger pupils are involved this constitutes grounds for serious concern.

## **9. The Role of Health Professionals in the Delivery of Sex and Relationships Education**

The school works closely with health professionals, including doctors, nurses, youth and social workers in the development and implementation of the schools Sex and Relationships programme.

Any visitors involved in the delivery of the Sex and Relationships Education programme should be clear about the boundaries of their input and must be aware of the Sex and Relationships Education curriculum, relevant school policies. Their work must be planned and agreed in advance.

## **10. Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of Mascalls' curriculum. The Governors will review this policy biannually, after consultation with a sample group of parents.

### **NOTE:**

**Child Protection** - Disclosures on matters relating to child sexual abuse are dealt with in the **School Child Protection Policy**.

This policy should be read in conjunction with the school's policies relating to **Behaviour** in relating to sexual orientation and a healthy, appropriate respect for members of the opposite sex.