

Sex and Relationship Education Policy

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Document Control

This document is issued, controlled and impact assessed by the Senior Leadership Team.

The latest version of the procedure will be maintained on the School Website.

Sex and Relationship Education Policy

Introduction

- “Effective sex and relationship education is essential if young people are to make well informed decisions about their lives.” (DCSF 0116/2000).
- The Endeavour Academy will provide students with a positive, structured and developmental education in sex and relationships as part of a broader health education curriculum.
- This policy was developed in response to Sex and Relationship Education Guidance DCSF 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

Definitions

What Is Sex And Relationship Education?

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, civil partnerships, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Principles and Values

Sexual and Relationship Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students to share and respect each other’s views, enabling them to become aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Encourage and ensure students do not partake in any form of homophobic or transgender bullying.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and Students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer and we aim to work in partnership

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with health professionals, social workers, peer educators and other mentors or advisers.

It has three main elements:

- ***Attitudes and Values***

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

- ***Personal and Social skills***

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict; and learning how to recognise and avoid exploitation and abuse.

- ***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 health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.
- The avoidance of planned / unplanned pregnancy leading to a reduction in student pregnancies.

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Aims

- The aim of Sexual and Relationship Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.
- The Sexual and Relationship Education programme aims 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 and respect for individual conscience and the skills to judge what kind of relationship they want.
 - Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
 - Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
 - Communicate effectively by developing appropriate terminology for sex and relationship issues.
 - Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
 - Understand the arguments for delaying sexual activity.
 - Understand the reasons for having protected sex.
 - Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
 - 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.

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Organisation and Content of Sex and Relationship Education

- The Endeavour Academy specifically delivers Sex and Relationship Education through its Core Projects Programme, group coaching sessions and science lessons at KS4.
- Much of the Sex and Relationship Education takes place within core projects and group coaching sessions. Tutors generally deliver the curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the Students on many of the Sexual and Relationship Education topics as they are aware of each student's individual circumstances. Sexual and Relationship Education lessons are set within the wider context of the curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- The Core Project Programme and Science Curriculum is taught in every year.
- Any Sexual and Relationship Education 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. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the Students, the question may be dealt with individually at another time.
- More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the Leadership Team and the Learning Mentor who will help with planning or delivery of lessons if required.
- Assessment is carried out at the end of every module and involves Student coach, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

- The Policy is sensitive to the needs of different groups of students including those with protected characteristics. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. The Endeavour Academy will respond to parental requests and concerns.
- The Endeavour Academy will ensure that all young people receive sex and relationship education and will offer provision appropriate to the particular needs of all Students, taking specialist advice where necessary.

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Sexual Identity and Sexual Orientation

- The Endeavour Academy aims to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students 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); the Endeavour Academy will make alternative arrangements in such cases.
- Parents / carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents / carers are welcome to review any Sexual and Relationship Education resources the Studio Academy uses.

E-Safety - Use of Internet Facilities, Mobile and Digital Technologies

- The Endeavour Academy expects all staff and Students to use the Internet, mobile and digital technologies responsibly and strictly according to the conditions below.
- Users shall not visit Internet sites, make, post, download, upload or pass on, material, remarks, proposals or comments that contain or relate to:
 - Indecent images of children;
 - Other indecent images;
 - Promoting illegal acts;
 - Any other information which may be offensive to peers or colleagues e.g. abusive images; promotion of violence.
- The Endeavour Academy recognises that in certain planned curricular activities, access to otherwise deemed inappropriate sites may be beneficial for educational use. In such circumstances, there is an expectation that access must be pre-planned and recorded.
- Incidents which appear to involve deliberate access to websites, newsgroups and online groups that contain the following material will be reported to the Police:
 - Indecent images of children.

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- Images of child abuse (images of children whether they are digital or cartoons, apparently under 16 years old, involved in sexual activity or posed to be sexually provocative);
 - Adult material that potentially breaches the Obscene Publications Act in the UK;
 - Other criminal activity.
- Smoothwall will be used to monitor websites that have been visited and emails. The responsibility of monitoring will be the Network Manager.
 - The Leadership Team and the Schools' Child Protection Officer will be informed if there are any concerns with Students.

Confidentiality, Controversial and Sensitive Issues

- Learning Mentors cannot offer unconditional confidentiality. Staff are not legally bound to inform parents / carers or the Head of School of any disclosure unless the Head of School has specifically requested them to do so.
- In a case where a mentor learns from an under 16 years old that they are having or contemplating sexual intercourse they will be referred to the Child Protection Officer:
 - The young person will be persuaded, wherever possible, to talk to parent / carer and if necessary to seek medical advice;
 - Child protection issues will be considered, and referred to the teacher responsible for Child Protection 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 by the School Nurse, prior consent must be sought from the parent / carer to access School Nurse Services.
- In all cases where child protection procedures are followed, the coach will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.
- Health professionals working in the Endeavour Academy are bound by their own codes of conduct.

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Monitoring and Evaluation of Sex and Relationship Education

- It is the responsibility of the Deputy Head of School to oversee and organise the monitoring and evaluation of SRE, in the context of the overall Endeavour Academy's plans for monitoring the quality of teaching and learning.
- The Trust is responsible for approving and reviewing the revision of the policy.
- Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of Students. This will include evaluating and commenting on the School's Sex and Relationship Education Policy and on support and staff development, training and delivery.

Breach of this policy may lead to action being taken under the School's formal Disciplinary Procedure. Any employee, who feels they have been treated in a manner contrary to the spirit of this policy, should seek recourse in accordance with the School's Grievance or Dignity at Work procedures.

Related Policies and Documents

- Confidentiality procedures.
- Safeguarding Policy.