



LIFE Education Trust

Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

Sex and Relationship Education Policy

Policy	Sex and Relationship Education Policy
Policy adopted by Trust Board	16/5/17
Reported to LGBs for implementation	22/5/17
Implementation Date	17/5/17
Review Date	May 2018
Policy Source	FBA Source Policy

KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

Policy Introduction and Overview

LIFE Education Trust believes that a properly constructed programme of Sex and Relationship Education (SRE) is an important part of helping boys and girls gain the knowledge and confidence they will need to make informed and timely decisions about emotional and physical relationships that they may have during their lifetimes.

Sex and Relationship Education is delivered in a variety of ways across the year groups and is age appropriate.

We strongly believe that SRE should be recognised as being loosely aligned to issues of self-esteem, decision making, peer pressure, assertiveness, resolving conflict, gender, family life and community etc. Effective SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It does not encourage early sexual experimentation. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures faced by children and young people.

Our commitment to equality and statutory compliance

The policy is guided by the PSHE Framework document and the Sex and Relationship Education Guidance Paper (July 2000 Updated September 2012) and Sex and Relationships Education (SRE) for the 21st century (supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)).

Aims and Objectives

Sex and Relationship Education

- It is lifelong learning and physical, moral and emotional development
- It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care
- It is also about teaching sex, sexuality and sexual health.

It has three main elements:

- Attitudes and Values
- Personal and Social Skills
- Knowledge and Understanding

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for 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

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
- 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 sexual 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 unplanned pregnancy

Policy Content

METHODS OF TEACHING

Throughout the teaching of SRE, students are encouraged to take a mature approach to the complex nature of the issues under discussion.

The students, therefore, need to be well-ordered and in a structured learning environment in order to address these sensitive matters.

Clear ground rules must be established i.e.

- No one student (or teacher) will have to answer a personal question
- No one is forced to take part in discussions
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- Distancing and depersonalising techniques will be used – role-play etc
- Everyone has a right to be listened to and have their views respected.

We have found that as individuals develop at a different rate, physically and emotionally, students who are not ready for information tend not to take it in. It is important therefore that the programme develops as a spiral curriculum so that essential parts of the course can be revisited as required.

Outside speakers and agencies will be used when appropriate but clear boundaries must be established about their input and they must abide by the school policies including confidentiality. Visitors should complement but never substitute or replace planned provision.

It is essential that the needs of students of all levels of ability are addressed within SRE. There is close co-operation with the Special Educational Needs Co-Ordinator (SENCO) to ensure that the flexible framework of the programme is tailored where and when necessary.

SEXUAL IDENTITY & ORIENTATION

Following guidance from the Secretary of State for Education, LIFE Education Trust feels that teachers should be able to deal honestly and sensitively with sexual orientation, answer

appropriate questions and offer support. There should be no direct promotion of sexual orientation but it is important to build tolerance as well as self-esteem and respect for self.

CONFIDENTIALITY

Within the “ground rules” established by the PSCHEE teacher and class, the students must respect each other’s right to general confidentiality in class discussion. In other words students (and teachers) do not “gossip” outside of the lesson about who said what. However the students need to be aware that teachers **cannot** guarantee unconditional confidentiality. This applies equally in other lessons and **all** staff need to be aware of distancing and depersonalising techniques in addition to being clear that no student or teacher will answer personal questions nor should they encourage the asking of personal questions.

If a member of the school’s staff (teaching or non teaching) suspects a student is a victim of abuse or believes the student could be at risk, they should inform the senior member of staff with designated responsibility for child protection or in their absence, a member of the Senior Leadership Team promptly. This is important particularly where younger students are involved in or contemplating a sexual relationship.

Effective SRE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that 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 more generally aware of the law in relation to sexual activity and local confidential services.

Nonetheless, there may be cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse. In these circumstances, schools ought to be in a position to 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; and
- The student has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

Where the teacher who receives the information believes there is a child protection issue to be addressed, they should refer the case to the designated teacher for child protection. They should also make clear to the student that they cannot guarantee confidentiality. The teacher should ensure that the student understands that if confidentiality has to be broken, they will be informed first.

It is only in the most exceptional case that schools should be in the position of having to handle such information without parental knowledge, and where younger students have been involved, this would be grounds for serious concern. The Headteacher and Directors of the Trust should monitor the frequency of such cases.

The school endorses the important practice of keeping parents informed about issues that give cause for concern.

Where students experience difficulties arising from sexual relationships, the policy is one of social inclusion as far as practical.

THE ROLE OF PARENTS/CARERS

Research shows that students and young people want to receive their initial SRE from their parents and families, with school and other adults building on this later but many parents find it difficult to talk to their children about sex and relationships.

The teaching of some aspects of SRE might nevertheless be of particular concern to some parents.

Parents need support in:

- Helping their children learn the correct names of the body
- Talking with their children about feelings and relationships; and
- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health

Roles and Responsibilities

At LIFE Education Trust the SRE programme is taught mainly in dedicated time, in addition to units delivered in weekly tutor time sessions. This is delivered by teaching staff and external speakers and agencies such as the School Nurse who are experienced in delivering certain aspects of SRE.

Additionally related topics may be raised in other areas i.e. English – discussion of Literature and characters; Geography – related to population issues; History – values and attitudes of a previous era; Science – sex education in Biology; Religious Studies – explore SRE issues in topics such as Marriage and Family Life.

Key Roles and Responsibilities

PSCHEE subject leader
SLT Link
Designated teachers for Child Protection

Monitoring and Review

The programme has been designed in the recognition that society is in a state of rapid transition and as such it must respond to the needs of students and help them to consider / think about the values of the school and its community. Crucial to any effective teaching programme is the need for constant evaluation of its aims, methods and materials. The SRE programme is monitored both within the PSCHEE programme and across departments.

Expected Impact and Outcomes

Students will gain information on how to keep healthy and stay safe. Students will know when and how to seek advice and support for issues relating to sex and relationships.

Key Supporting Documents

Sex and Relationship Education Guidance
2000 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Sex and Relationships Education (SRE) Guidance for the 21st Century https://www.pshe-association.org.uk/sites/default/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf_0.pdf