

Sproston Community Academy



**Personal Development
Sex & Relationships Education Policy
2018 - 2019**

PURPOSE

Sprowston Community Academy prides itself on the care, support and guidance it provides for its young people. Within that ethos, preparing pupils to understand and engage proactively with their own personal relationships and relationship choices is vital if they are to lead safe and fulfilled lives.

SRE aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being.

Effective SRE is essential if young people are to make responsible and well informed decisions about their personal lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

AIMS

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.

This policy is referred to in the school's prospectus where parents are also informed of their right to withdraw their child from SRE lessons.

This SRE Policy is available on request from the school and is accessible on the school website.

Sprowston Community Academy aims to provide young people with:

- Relationship skills that prepare them for the challenges of the teenage years
- Opportunities to explore their own values and develop their own moral framework
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- Information about where to seek help and advice
- Good self-awareness, positive emotional health and high self-esteem
- An awareness of the right they have over their own body
- The skills to be assertive and protect themselves
- Good communication skills
- The skills to make positive informed choices
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not negatively impact on the rights of others
- The ability to take responsibility for and accept the consequences of their own actions
- Skills to recognise and reduce risky behaviour safely
- An understanding of the risks to health and well being associated with teenage conception
- To be able to recognise grooming behaviour and how to respond and report it
- Knowledge of their rights and responsibilities in line with the law
- To achieve the outcomes of Every Child Matters; for every student to - be healthy; be safe; enjoy and achieve; make a positive contribution and achieve economic well-being.

Sex and Relationship education is delivered formally through the curriculum in Personal Development Lessons (PD), Science Lessons, in some form time activities, assemblies and also strategic activity provision in year 10 and year 11 - Additional guidance and targeted sessions are also provided by a range of other accredited services such as the NHS, The Terrence Higgins Trust and brook.org.uk.

Moral and Values Framework

Sprowston Community Academy teaches SRE within our moral and values framework engendering:

- Self respect
- Respect for others who may have different outlooks, culture, beliefs, views and sexuality
- An awareness of perspectives other than their own
- Mutual support and co-operation
- Honesty and openness
- The acceptance of responsibility for, and consequences of, personal actions
- The right for people to hold their own views within the boundaries of respect for others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about sex and relationship issues

Equal Opportunities Statement

Sprowston Community Academy is committed to the provision of SRE to all of its pupils. Our SRE programme aims to respond to the diversity of student's cultures, faiths and family backgrounds. Equal time and provision will be allocated to all groups; however, there may be occasions when students are identified as being at risk, in which cases additional support will be offered.

We will strive to ensure that all students are treated fairly and treat each other with respect; that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

IMPLICATIONS (Pupils, Staff, Parents, Governors)

SRE Programme

In Key Stage 3 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. They find out information about puberty and misconceptions are challenged to help reduce worry and help promote positive body image. Student also learn how to access sources of advice and support and when and where to get help, such as from a sexual health clinic.

In Key Stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how STIs, including HIV, affect the body and how different forms of contraceptive work. The risks associated with early sexual activity and the link with use of alcohol risks linked to use of legal and illegal substances in relation to decision making and vulnerability are also discussed. Some moral issues such as abortion, contraception and the age of consent are also considered.

SRE Programme

SRE content follows consideration of local and national guidance and consultation with staff, pupils and external agencies (see **Appendix 1** for range of content).

SRE resources are chosen and checked for

- Being up to date
- Being inclusive – including different types of sexuality
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy
- Addressing specific current issues and areas of risk

Delivery

SRE is planned and embedded:

- In the Personal Development (PD) curriculum and the Spiritual, Moral, Social, Cultural (SMSC) provision by a specialist qualified teacher; Head of PD & Designated Safeguarding Lead Training.

SRE is delivered by

- Dedicated Personal Development teachers and where appropriate by external agencies that enhance the SRE programme

Sex Education in Science

In KS3 Science pupils will be taught:

- The structure of sperm and egg cells
- The organs of the male and female reproductive systems
- The changes associated with adolescence and puberty
- The menstrual cycle
- Fertilisation and pregnancy
- Gestation and birth
- Inheritance

In KS4 Science pupils will be taught:

- Use of alcohol and tobacco during pregnancy
- Fertilisation (reproduction)
- IVF & infertility treatments
- Hormones and the Menstrual cycle
- Meiosis (replication of sex cells)
- Health, Pathogens and Disease

Use of external agencies

Occasionally, appropriate, suitably experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Sprowston Community Academy has a code of practice that external visitors and providers must agree to and follow.

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's SRE policy and work within it
- All input to PD lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of SCHS staff at all times
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.
- All visitors are aware of and instructed to follow SCHS Safeguarding Procedures

Informing parents/carers of SRE programme

Before students embark upon topics within the SRE programme that are of a particularly sensitive nature, parents/carers are informed by letter and will be reminded of their right to withdraw their child from SRE lessons and reminded of the procedure to be followed. Parents/carers are also reminded that they can have a copy of the school's SRE Policy on request (see **Appendix 2** for example letter).

Dealing with sexually explicit questions

Strategies staff are advised to use/consider:

- Answer only those questions that relate directly to the agreed programme/lesson
- Make it clear, through ground rules, that nobody should ask personal questions
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- In certain circumstances use a question box (a box in the classroom that students can 'post' written questions). Decide whether or not this question box is anonymous. This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question
- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually
- Encourage pupils to ask their parents/carers/trusted adult any question outside the planned programme – and/or signpost student to brook.org.uk
- With the student's permission inform parents/carers about questions their child has asked
- Tell pupils that their question will be answered in a later part of the SRE programme
- All staff are explicitly instructed to follow SCHS Safeguarding procedures at all times

Acceptable and appropriate language

All staff will use the correct terms for all body parts as this is deemed good practice. Where circumstances warrant, a member of staff may use professional judgement as the use of slang terms as a means to enhance learning. Offensive, hurtful, derogatory or discriminatory language will not be accepted in the classroom or in the wider school community and any incidents will be dealt with through the schools behaviour for learning policy.

Classroom ground rules

- Staff will inform and reinforce with pupils that respect is to be shown at all times
- Personal questions are not acceptable in SRE lessons
- Pupils have the right not to participate in activities or discussions if they feel uncomfortable
- Students will be informed that if any issues arise that alert a member of staff to a safeguarding concern, this has to be referred on for further consideration (to Designated Safeguarding Lead)

Lessons will be taught in mixed sex groups and all pupils will learn the same things. However, if necessary, opportunities will be made for pupils to discuss matters further in single sex groups or individually.

Withdrawing pupils from SRE lessons

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their concerns and objections and also discuss the impact that withdrawal might have on the student. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality and Safeguarding children

SRE may bring about disclosures of safeguarding concerns and all staff members are aware of, and trained to follow, SCHS safeguarding procedures. In these cases, all concerns are reported Designated Safeguarding Lead so that the school's Safeguarding Policy is adhered to and appropriate action taken.

All students are advised to seek support from carers at home and/or a trusted professional adult if they have any concerns or worries or if they would like additional information or support. In some circumstances, a student may be referred to a trained sexual health support worker to access sexual health services and they can be advised to speak to their family doctor or local NHS sexual health services; These services are confidential. For issues where KS4 students wish to access further sexual health advice and services, their confidentiality will be protected and they will be signposted to appropriate SRE providers.

RESPONSIBILITY FOR MONITORING

Monitoring & Evaluation of the SRE programme

Evaluation of the SRE programme outside the science curriculum is conducted using a variety of informal activities which have been built into the Personal Development programme of study. Teachers are required to evaluate each lesson so that feedback can be used by the Head of PD to inform future planning.

Methods used include

- Questionnaire
- Discussion
- Teacher assessments
- Students' self assessment
- Staff assessment & reflection

Appendix 1

SRE programme content that could be included in either KS3 or 4

Improving relationships

- Valuing friendships
- Communication skills – conflict, negotiation, assertiveness, appreciation
- Attraction and crushes

Helping pupils through the process of adolescence

- The physical changes of puberty
- The emotional changes of puberty
- Changing relationships

Accessing help and support

- Local and national support
- Turning to trusted adults
- Unplanned pregnancy – pregnancy choices
- Emotional development
- Confidentiality – in school and in sexual health services

Minimising risk in sexual encounters

- Knowing about STIs
- Knowing that contraception exists and where to access sexual health services
- Condoms, condom demonstrations, safer sex and its negotiation
- Alcohol education
- Considering real life situations eg parties
- Peer pressure and influence – the normative approach
- Avoiding exploitation, on line safety, communication and problems with 'sexting'.
- Challenging myths and misunderstandings
- Knowing the law and how it applies us, rights and responsibilities

Delaying sexual activity

- Considering how you will know that you are really ready for sex
- Saying 'no' and being assertive
- Considering rights & responsibilities (own & others)
- Raising self esteem
- Exploring friendships
- What is consent?

Realising potential for positive sexual health

- What makes a healthy sexual relationship
- Maintaining relationships
- Communication and negotiation in sexual relationships
- Gender & sexuality issues

Challenging stereotyping and prejudice

- Challenging sexual stereotyping
- Teaching about sexuality
- Challenging homophobia
- Considering media messages

Appendix 2

Dear Parent/Guardian

I am writing to inform you that as part of our personal development lessons, your son/daughter will be participating in a unit of work on relationships and sexual health. The unit will be taught by experienced members of staff and will follow the recommendations and guidelines set out in the national programme of study for PSHE, the Local Authority guidance and the Sprowston Community Academy Sex and Relationships (SRE) Policy.

The lessons will have clear ground rules and expectations in order to maintain a safe, secure and appropriate learning environment.

The course has been devised to promote safety within personal relationships and during lessons students will learn about:

- Relationship diversity and stereotypes
- Safe and healthy relationships
- Recognising and managing risk
- Sex and the Law
- Sexual health and sexually transmitted infections
- Contraception including emergency contraception
- Unplanned pregnancy
- Responsibilities and implications
- Sources of information, help and support

We hope that this information will help you to support your son/daughter with this area of their learning and development; we encourage students to discuss information with their parents/carers.

If you require a copy of the school's SRE Policy, including information about the right to withdraw from SRE, it can be found on the school website. If you have any questions or suggestions, please contact me at school.

Yours sincerely,

Named teacher
Head of PD & DSL