



University Academy Keighley

Sex and Relationship Education Policy

‘Inspiring Education in the Bradford District’

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1.0 Roles and Responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Head of Citizenship.
- 1.2 **The Governing Body** is required to have a written statement of the policy available to parents /carers.
- 1.3 **All staff**, in their daily engagement with other colleagues and with students, will promote the personal, moral and social qualities helping to act as good role models which will enable students develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered to them. We will utilise the role of external contributors to enhance delivery.
- 1.4 The views of parents /carers need to be borne in mind when developing the Sex and Relationship Education (SRE) policy, and parents /carers are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

2.0 Suggested Audience:

All Staff

3.0 Related policies

- 3.1 This policy is part of a suite of policies which should also be referred to:

PSHCE (Personal, Social, Health and Citizenship Education) Programme of Study
Child Protection Guidelines
Safeguarding and promoting student welfare policy
Anti-bullying policy
Equal opportunities for students

4.0 University Academy Keighley Mission Statement:

'Inspiring Education in the Bradford District'

5.0 Aims

- 5.1 To present Sex and Relationships Education to our students in such a manner as to encourage them to have due regard for moral, cultural, mental and physical development, the importance of marriage for family life, loving and stable relationships, respect, love and care, and to teach students about sexuality and sexual health.

- 5.2 Sex and Relationships Education will be taught as part of the PSHCE programme (based on QCA Guidance 2007 and DFEE Sex and Relationship Education Guidance 2000). This will enable the teaching of Sex and Relationships Education to show progression between KS3 (years 7 and 8) and KS4 (years 9, 10 and 11) and enable the staff to be aware of the needs of students of different age groups. Lessons will involve relevant health care professional services. Information will be provided which is relevant and appropriate to the age and maturity of the students.

6.0 What the Academy will do

- 6.1 Include Sex and Relationships Education as part of the Academy Curriculum in addition to the Sex Education elements, which are statutory requirements of the National Curriculum.
- 6.2 Deliver Sex and Relationships Education as a cross-curricular topic to all students, mainly through Science, PSHCE and PE. The subject areas involved will use readily available current books, information leaflets and videos. Visual and verbal presentations will provide factual information. Visiting speakers will sometimes be involved in the lessons. Discussions, where appropriate, will take place to amplify and clarify various aspects, especially those concerning inter-personal relationships and self-esteem.
- 6.3 The Sex and Relationships Education programme will be taught in the context of relationships. In addition, Sex and Relationships Education will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, Academy, work and in the community.
- 6.5 Provide staff with schemes of work for Sex and Relationships Education, including general advice on teaching the lessons and confidentiality. The QCA Guidance for PSHCE: Personal well being (2007) will be followed.
- 6.6 Make copies of the policy available for inspection (at all reasonable times) by parents / carers of registered students at the Academy and provide a copy, free of charge, to any such parent / carer on request and inform parents / carers of students currently at the Academy about the Sex and Relationships Education arrangements.
- 6.7 Enable parents / carers to have the right to withdraw their children from any or all parts of the Academy's programme of Sex and Relationships Education, other than those elements, which are required by the National Curriculum Science Order (see Appendix 2). Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children. Once a request that a child be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of the Principal to ensure the supervision of withdrawn students. Parents and carers can only withdraw their child from Sex and Relationship Education until the child is 15 years of age. This means that every young person will receive at least one year of Sex and Relationship Education before their 16th birthday.

- 6.8 Give details in the prospectus of the content and organisation of any Sex and Relationships Education that the Academy provides, including an explanation of how parents / carers who wish to discuss this issue can do so and information about the means of putting into effect the parents' / carers' right of withdrawal.(Please see Appendix B for withdrawal form)
- 6.9 This policy should be read in conjunction with the government response to the SRE review (October 2008) and will comply with the legislation that requires all students to receive SRE education from 2010

7.0 Support from external agencies for planning and teaching

- 7.1 The Academy will access support from a wide range of individuals and agencies when planning and teaching SRE. Nurses, general practitioners, health promotion units, LA staff, theatre-in-education teams, youth workers and peer-education teams etc. The involvement of these external agencies can give the students access to a wealth of experience and expertise, new resources and different approaches to learning. It is essential to ensure that at all times a teacher is present when an external contributor is working with students, especially since some contributors may only visit schools infrequently and may not have been checked by the Criminal Records Bureau.
- 7.2 External contributors will lend expertise and a partnership dimension to the SRE Programme. Input from external contributors and the Academy's SRE programme of study will be regularly evaluated by students and staff.
- 7.3 The Academy will also engage in positive sexual health promotion, including national and local events, which are significant for SRE (e.g. World Aids Day, Breast and Testicular Awareness campaigns). There will be signposting and information on Services within the Academy. Relevant materials will also be available in the Connexions Access Point section of the Learning Resource Centre.

8.0 Learning outcomes

8.1 By the end of Key Stage 3 (Year 9) students will be able to:

- manage changing relationships;
- recognise risk of personal safety in sexual behaviour and be able to make safe decisions;
- ask for help;
- explain the relationship between their self-esteem and how they see themselves;
- develop skills of assertiveness in order to resist peer pressure and stereotyping;

- see the complexity of moral, social and cultural issues and be able to form a view of their own;
- develop good interpersonal skills to sustain existing relationships they grow and change and to help make new relationships;
- be tolerant of the diversity of personal, social and sexual preferences in relationships;
- develop empathy with the core values of family life in all its variety of forms;
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage; and
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

8.2 Students will know and understand:

- that fertilisation in humans is the fusion of a male and female cell;
- the physical and emotional changes that take place during adolescence;
- about the human reproductive system, including the menstrual cycle and fertilisation;
- how the foetus develops in the uterus;
- how the growth and reproduction of bacteria and replication of viruses can affect health;
- how the media influence understanding and attitudes towards sexual health;
- how good relationships can promote mental well-being;
- the law relating to sexual behaviour of young people;
- the sources of advice and support; and
- about when and where to get help, such as at a genito-urinary medicine clinic.

8.3 Students will have considered:

- the benefits of sexual behaviour within a committed relationship;
- how they see themselves affects their self-confidence and behaviour;

- the importance of respecting difference in relation to gender and sexuality;
- how it feels to be different and be discriminated against;
- issues such as the cost of early sexual activity;
- the unacceptability of prejudice and homophobic bullying; and
- what rights and responsibility mean in relationships.

8.4 By the end of Key Stage 4 (Year 11) students will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;
- manage emotions associated with changing relationships with parents and friends;
- see both sides of an argument and express and justify a personal opinion;
- have the determination to stand up for their beliefs and values;
- make informed choices about the pattern of their lifestyle which promote well-being;
- have the confidence to assert themselves and challenge offending behaviour;
- develop qualities of empathy and the ability to respond emotionally to the range and depth of feelings within close relationships; and
- work co-operatively with a range of people who are different than themselves.

8.5 Students will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones, some medical use of hormones including the control and promotion of fertility;
- the defence mechanisms of the body;
- how sex is determined in humans;
- how HIV and other sexually transmitted infections affect the body;
- the link between eating disorders and self-image and sexual identity;
- the risks of early sexual activity and the link with the use of alcohol;
- how the different forms of contraception work and where to get advice;

- the role of statutory and voluntary organisations;
- the law in relation to sexual activity for young people and adults;
- how their own identity is influenced by both their personal values and those of their family and society;
- how to respond appropriately within a range of social relationships;
- how to access the statutory and voluntary agencies which support relationships in crisis;
- the qualities of good parenting and its value to family life;
- the benefits of marriage or a stable partnership in bringing up children; and
- the way different forms of relationship including marriage depend for their success on maturity and commitment.

8.6 Students will have considered:

- their developing sense of sexual identity and feel comfortable with it;
- how personal, family and social values influence behaviour;
- the arguments around moral issues such as abortion: contraception and the age of consent;
- the individual contributions made by partners in a sustained relationship and how these can be of joy and benefit to both; and
- the consequences of close relationships including children and how this will create family ties which impact on their lives and those of others.

9.0 Assessment, Recording and Reporting

9.1 Students' work and progress is assessed in line with the Academy policy on Assessment Recording and Reporting. Assessment of SRE will;

- be planned from the beginning as an integral part of teaching and learning;
- provide regular opportunities for students to give and receive feedback on their progress and achievements, helping them to identify what they should do next;
- involve students in discussion about learning objectives and desired outcomes;

- include students as partners in the assessment process e.g through self-assessment and peer-assessment;
- enable students to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes; and
- reflect the principles of inclusion and the range of students' learning styles enabling all students to demonstrate their achievement.

9.2 The Academy will set out clearly what is proposed that students should have learned by the end of each key stage, and implement effective SRE assessment processes to improve learning and monitor changes in attitudes.

9.3 Confidentiality - Please see Appendix A

10.0 Monitoring, Evaluation and Review

10.1 The delivery of Sex and Relationships Education will be monitored and the schemes of work will be reviewed and updated as appropriate on a yearly basis after consultation with teachers of this cross-curricular subject

10.2 The policy will be reviewed by Senior Management and by Governors every two years.

11.0 Approval by the Governing Body

11.1 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved: _____
(Chair of Governing Body)

Date: _____

Date of Policy review: _____

12.0 Appendix 1: Confidentiality in Sex and Relationship Education Lessons

12.1 (There is a detailed Confidentiality policy available).

12.2 Confidentiality on the classroom

12.3 The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with students well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

12.4 General advice to teachers

12.5 Disclosures may take place at an inappropriate place or time. If this happens, the teacher should talk again with the student before the end of the Academy day. The teacher should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the student.

12.6 Teachers do not have to break a confidence if in their professional judgement it is in the best interests of the student. They are not legally bound to inform parents, or the Principal, of any disclosure, unless the Principal has asked them to do so. Teachers should only break confidentiality if they believe that a student is at risk of physical or sexual abuse. In such cases, the member of staff responsible for child protection issues (the Child Safeguarding Manager) should be contacted and the Academy's procedure followed.

12.7 In the rare circumstances that confidentiality is broken, the student should be informed first of why and how confidentiality is broken and then supported through the ensuing process. Students should not be asked to repeat a distressing disclosure to several people unnecessarily

12.8 If a young person discloses a sexual activity, a teacher can:

- check it is a consenting relationship and, if there is any possibility of abuse, follow the Academy's child protection guidelines;
- encourage and support the young person to talk with their parents;
- give information on contraceptive methods and local services and refer them to a health professional for confidential advice;
- make an appointment and / or accompany them if necessary;
- reassure them that if confidentiality is broken the young person will be informed first; and
- maintain confidentiality if it is in the best interests of the student.

13.0 Appendix 2: Withdrawal from Sex and Relationship Education Lessons (OTHER THAN NATIONAL CURRICULUM SCIENCE)

NAME OF STUDENT:

LEARNING TUTOR GROUP:

LEARNING FAMILY:

DATE OF PARENT'S / CARER'S REQUEST FOR WITHDRAWAL:

SUBJECTS INVOLVED:

ANY SPECIAL COMMENTS BY PARENTS / CARERS TO BE MADE KNOWN TO TEACHING STAFF (N.B. PARENTS / CARERS DO NOT NEED TO STATE THEIR REASONS FOR WITHDRAWAL):

SINATURE OF PARENT / CARER:

SIGNATURE OF INTERVIEWER:

SUBJECTS AFFECTED WITH TIMES:

COPY TO PRINCIPAL AND STUDENT FILE

