



Chellaston Academy

Learning

Excellence

Integrity

SEX EDUCATION POLICY

RATIONALE

High quality SRE helps create a safe school community in which our students can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Students and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough' report.
- SRE plays a vital part in meeting the schools' safeguarding obligations.
- SRE Guidance (DfE 2000) states that Secondary pupils should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health. Equally that, SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experience of adult life.
- Schools maintain a statutory obligation under the Student Act (2004) to promote their students' wellbeing and under the Education Act (1996) to prepare students and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all student and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while

the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Students need high quality sex and relationships education so they can make wise and informed choices'.

LEGAL OBLIGATIONS

SRE plays an important part in fulfilling the statutory duties the school has to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, social, mental and physical development of pupils at the school and of society
- prepares students at the school for the opportunities, responsibilities and experiences of later life. These duties are set out in the 2002 Education Act and the 2010 Academies Act.

In preparing this policy, reference has also been made to:

- DfE document "Sex and Relationship Education Guidance" issued July 2000. Reference DfE 0116/2000. This remains the most current guidance.
- Ofsted Report "Not Yet Good Enough: PSHE education in Schools." May 2013 (Reference Ofsted 130065) highlighted Ofsted concerns as to the emphasis on biological aspects in SRE teaching in secondary schools.
- PSHE Association Programme of Study (October 2014)

DEFINITION

What is Sex and Relationship Education?

Sex and Relationship Education (SRE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of family life, stable and loving relationships, respect, love and care. **It is not about the promotion of sexual orientation or sexual activity. It is also about the teaching of sex, sexuality and sexual health.** SRE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

It has three main elements:

1. Attitudes and values:

- learn the importance of values and individual conscience and moral considerations

- learn the value of family life, marriage, and / or stable and loving relationships for the nurture of students
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

2. Personal and social skills:

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

3. Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

(SRE Guidance DfE 2000)

In addition to this, we also aim to:

- raise students' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support students to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide students with the right tools to enable them to seek information or support, should they need it
- teach students about consent and their right to say no, in an age appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs

The aim of SRE is NOT to:

- encourage students to become sexually active at a young age
- promote a particular sexual orientation

- sexualise students

Chellaston Academy's SRE Programme will:

- be an entitlement for all students, including those with additional learning and language needs but will accommodate the individual needs of all students
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation
- recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up
- work in partnership with other health professionals and the wider community

Chellaston Academy's SRE programme will contribute to:

- the safeguarding of pupils (Student Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and
- homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying
- SMSC

Lesbian, Gay, Bisexual and Transgender

All people, including Staff and students, have a right to privacy. This includes the right to keep private one's trans status or gender-nonconforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School staff should not disclose information that may reveal a pupil or student's transgender status or gender- nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so. Equally, the sexual orientation of Staff and students will remain private.

Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in SRE. SRE should help all students understand

their physical and emotional development and enable them to make positive decisions in their lives' (DFE SRE Guidance 2000).

Young people may have varying needs regarding SRE depending on their circumstances and background. The Academy believes that all students should have access to SRE that is relevant to their needs. To achieve this, the Academy's approach to this will take account of:

Contraceptive advice to older students will teach, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom.

Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

HOW SEX AND RELATIONSHIP EDUCATION IS PROVIDED

In Key Stages 3 and 4 the biological aspects of SRE are taught within the Science curriculum. Some moral issues and aspects relating to marriage are taught within Philosophy and Religious Education.

Online protection issues are delivered at the start of each year during core IT lessons and in assemblies. Some aspects of the programme, particularly those related to Safeguarding, are presented in assembly or in additional sessions delivered by external organisations (e.g. Sophie's choice).

SRE as part of PSHE in tutorial is taught by tutors, members of the student support team, members of SLT and outside agencies.

The delivery will be in mixed gender form groups with some provision for single sex teaching as appropriate.

Our approach to SRE will be conducted within a framework of clear morals and values, based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent rather than coercion.
- The right not to be abused by other people or taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

All SRE teaching is expected to reflect the values and attitudes laid out by this document. All SRE deliverers will be expected to have read and adhere to all aspects of the programme of study and its content, irrespective of personal opinion or belief.

An outline of the Chellaston Academy Programme of Study for SRE appears below:

Year 7

- Managing puberty and the issues of unwanted contact
- Self-esteem, romance and friendships
- Exploring family life

Year 8

- Mental Health and emotional well-being
- Body image
- Introduction to sexuality and consent
- Introduction to contraception

Year 9

- Relationships and consent
- Risks of STIs, sexting and pornography

Year 10

- Relationships and relationship myths
- Understanding different families
- Parenting skills

Year 11

- Taking responsibility for health choices

Additionally, age appropriate programmes, led by local Health Education organisations will be scheduled at mutually convenient times of the year.

Parents are the key people in: teaching their children about sex and relationships; maintaining the culture and ethos of the family; helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the Academy's SRE programme will complement and support the role of parents. Parents will be advised when SRE lessons are to be delivered during our tutorial programme.

Parents have the right to withdraw their children from all or part of the SRE provided by the school. The exception to this is for those parts delivered in Science as these are part of the National Curriculum. Any parent wishing to withdraw their child should contact their child's Student Progress Leader in the first instance.

Policy Date: November 2016

Date approved by full Governors: October 2017

Version Number: 1.1

Reviewed and Discussed: February 2020. Actions to include new RSE guidance (with two terms grace due to COVID) Next Review Date: September 2020. Intentions to use for Parent Consultation and Governor approval by November 2020.