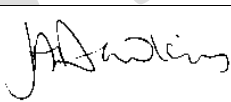




CASTLE MANOR ACADEMY SEX AND RELATIONSHIPS EDUCATION POLICY



Date Approved	January 2018
Signed	 (Chair of Local Governing Body)
Name	Justine Dawkins
Minuted	January 2018
Date of Next Review	January 2019

1. PRINCIPLES AND CURRENT STATUS OF SRE IN ENGLAND

This policy is written in accordance with Sex and Relationship Education Guidance, July 2000 and in conjunction with the Supplementary advice to the Sex and Relationship Education (SRE) Guidance DfEE (0116/2000) produced by Brook, The PSHCE Association and the Sex Education Forum in 2014.

This policy also incorporates aspects of the new requirements for SRE in secondary schools, which will become statutory in September 2019 and which outline future changes for the content of this subject and for this policy¹.

‘Relationships education, RSE, and PSHE are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.

Currently only pupils attending local-authority run secondary schools - which represent around a third of secondary schools - are guaranteed to be offered current sex and relationships education, and PSHE is only mandatory at independent schools. Neither are currently required to be taught in academies.

The government is proposing the introduction of the new subject of ‘relationships education’ in primary school and renaming the secondary school subject ‘relationships and sex education’, to emphasise the central importance of healthy relationships. The focus in primary school will be on building healthy relationships and staying safe. As children get older, it is important that they start to develop their understanding of healthy adult relationships in more depth, with sex education delivered in that context.

The statutory guidance for RSE was introduced in 2000 and is becoming increasingly outdated. It fails to address risks to children which have grown in prevalence in recent years, including online pornography, sexting and staying safe online. As a result now is the right time to address these issues.²

¹ (<https://www.gov.uk/government/news/schools-to-teach-21st-century-relationships-and-sex-education>) 1st March 2017

² Op cit

Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of relationships for successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care. It is therefore also important to educate our students in the more negative aspects of relationships, including emotional and physical abuse, grooming, sexting and other credible risks in relationships.

It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship. It is not about the promotion of sexual orientation or underage or legal sexual activity.

The SRE programme as delivered through Skills for Life and Science lessons at Castle Manor Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence and into adulthood.

2. PURPOSES

The purposes of SRE are divided into three main elements.

- Attitudes and Values
 - Learning the importance of values, individual conscience and moral choices;
 - Learning the value of family life, stable and loving relationships and long-term partnerships;
 - Learning about 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;
 - Challenging myths, misconceptions and false assumptions about ‘normal’ behaviour;
- Personal and Social Skills
 - Learning to manage emotions and relationships confidently and sensitively;
 - Developing self-respect and empathy for others;
 - Learning to make choices with an absence of prejudice;
 - Developing an appreciation of the consequences of choices made;
 - Managing conflict;
 - Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).
- 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 and the issues relating to teenage pregnancy

3. PRACTICES

- Sex and Relationship Education is part of a planned programme with specialist teachers delivering health and Science aspects. This will be delivered by the Skills for Life curriculum and the Science curriculum.
- Castle Manor Academy works closely with school nurses and other agencies:
- Health professionals, social workers, youth workers, peer educators, and visitors all have a part to play in delivering sex and relationship education and should abide by the school's policies.
- Parents are key stakeholders in teaching their children about sex, relationships and growing up, but we understand that many parents find it difficult to talk to their children about these topics.
- Castle Manor Academy supports parents in this role and works in partnership with parents to ensure that the delivery of SRE is appropriate and relevant. We will notify parents in writing prior to SRE taking place.
- Parents have the right to withdraw their children from all or part of SRE and are advised to contact their child's tutor with any specific concerns in the first instance.
- Aspects of SRE covered in the curriculum as per the table below.

Year Group	Skills for Life	Science
7	Where to get help and advice Friendships Physical and emotional changes during puberty Personal hygiene Menstrual Cycle	
8	Where to get help and advice Types of relationships Stages in a relationship Basic condom demonstration Underage pregnancy Risks of unprotected sex	Human Reproduction / Fertilisation Body Changes in Puberty Menstrual Cycle
9	Where to get help and advice Positive/negative relationships Healthy / unhealthy relationships Media portrayal of relationships / women Dealing with conflict Contraception Laws Condom excuses Consent and the law	Fertilisation Gonorrhoea as an example of an STI
10	Where to get help and advice Peer pressure regarding drugs Sexual health - chlamydia	Hormones and Contraception Body Changes in Puberty Contraception (Current Yr 10 2017)

11	Where to get help or advice Identity/sexuality / stress management / anxiety / depression Healthy & safe relationships STIs Contraception Consent / Age of consent	Body Changes in Puberty Contraception (Current Yr 11 2017) Sex Cell Generation
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4. CONFIDENTIALITY AND SAFEGUARDING

Students may confide in a member of staff concerning their personal problems. In such cases, staff should declare, in advance, a contract to the effect that they are only willing to accept such confidence on condition that they are trusted to use the information given in the best interests of the child.

Students may also disclose information unintentionally as part of a class discussion. If such a disclosure gives rise to a safeguarding concern, the staff member should fill out a safeguarding concern form and hand it to one of the Academy's designated safeguarding officers, without delay.

All safeguarding concerns should be discussed with one of the Academy's designated safeguarding officers.

Particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. To give individual advice on such matters without parental consent would be an inappropriate exercise of a teacher's professional responsibilities. Accordingly a teacher approached by a student for specific advice on contraception should encourage the student to seek advice from his/her parents, and if appropriate from their GP or school nurse. This section of the policy is applicable to all staff and not just those delivering SRE.

5. GROUND RULES FOR THE DELIVERY OF SRE

It is essential that ground rules are clearly communicated to all students when dealing with sex and relationships education. Skills for Life sessions, whether related to SRE or not, have expectations displayed in classrooms and include being respectful of the opinions of others and being mature in discussions. The most important one is the confidentiality factor. Students and staff should only make references in the third person, for example, "Would Year 10 students have experienced a or b." No names should be mentioned and students should be told that they should not ask direct questions of their teachers personally. Correct scientific language should always be used.

6. BODIES CONSULTED IN THE PRODUCTION OF THIS POLICY

- Governing Body and Directors
- Parents
- Student Parliament - regarding scope of SRE
- School Nurse
- Samuel Ward Academy Trust Lead on Safeguarding

8. REVIEW

The SRE programme will be reviewed annually by the Skills for Life Team in conjunction with the leadership team. They will ensure that it meets current statutory requirements and responds to any local or national need.

Monitoring and evaluation of learning and teaching in SRE will be carried out within the academy's accepted procedures.

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