



SEX AND RELATIONSHIP EDUCATION POLICY

Crofton Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Date of Policy: September 2018
Date of Review: September 2019



SEX AND RELATIONSHIP EDUCATION POLICY 2018

Aims

The aims of sex and relationship education (SRE) at our school are to:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships and
- teach pupils the correct vocabulary to describe themselves and their bodies.

Policy Development

DFE guidance suggests that from September 2019 new RSE guidance is likely to require that pupils:

- discuss and investigate different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- recognise, understand and build healthy relationships, including self-respect and respect for others, commitment (including marriage and civil partnerships), boundaries and consent, tolerance and how to manage conflict. Pupils are also taught how to recognise unhealthy relationships, including bullying, coercion and exploitation;
- appreciate and examine healthy relationships and safety online, including use of social media, cyberbullying, sexting;
- learn how relationships may affect health and wellbeing, including the importance of good mental health and resilience;
- acquire factual knowledge about sex, sexual health and sexuality, set firmly within the context of relationships.

At Crofton Academy we recognise the need to meet new guidance and also the need to consult with staff, parents and pupils about the RSE policy. Our current Values Curriculum aims to meet the aims suggested above and when new policy is made available from the DFE we will update this policy in consultation with staff, parents and pupils. Indeed staff and parents will have the opportunity to make recommendations about the policy and we will investigate what pupils want from SRE. The policy will then be shared with Governors and ratified.

Statutory Requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE. If academies do teach SRE, they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Crofton Academy we teach SRE as set out in this policy.

Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. SRE involves a combination of sharing information, and exploring issues and values. SRE is not about the promotion of sexual activity.

Framework & Delivery of SRE

Young people have sexual knowledge, even if they have little or no sexual experience. They have grown up in a culture where sexual images and messages are directed towards them. Such cultures are also a hot bed of myth and misunderstanding and ignorance can be difficult to admit. It is important that sex and relationship education provides young people with the opportunities to gain knowledge, develop social skills and explore attitudes and values.

We must acknowledge the differences in young people, their social, cultural, ethnic and religious backgrounds with correspondingly different moral and cultural frameworks. These moral views and choices must be explored and shared in a balanced and sensitive manner.

Young people should be encouraged to appreciate the value of stable family life, marriage and the responsibility of parent-hood. This provides a perfect opportunity to develop the partnership between home and school. Parental involvement in policy drafting will ensure support and enhance the relationship between parent, student and school.

Students should be helped to discover the importance of self-restraint, dignity and respect for themselves and others, the acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. Students should be enabled to recognise the physical, emotional and moral implications and risks of certain types of behaviour, both genders being equally responsible.

RSE is delivered through our Values curriculum across all year groups. Within this programme pupils are supported to develop the following skills:

- communication, including how to manage changing relationships and emotions
- recognising and assessing potential risks
- assertiveness
- seeking help and support when required
- informed decision-making
- self-respect and empathy for others
- recognising and maximising a healthy lifestyle
- managing conflict
- discussion and group work

Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional. RSE is taught within the context of family life.

Equal Opportunities

As required by legislation all children excepting those whose parents request their withdrawal are offered sex education as part of their school curriculum. Particular care is taken to ensure that children with special educational needs and those from ethnic minorities are able to use the subject material effectively.

All children, irrespective of ability, gender, faith, and general circumstances are entitled to receive sex education and it is the school's expectation that all will do so. This statement in no way seeks to undermine parental right of withdrawal and such procedures appear later in this document.

Roles and Responsibilities

The Co-ordinator of Values will be responsible for the implementation of this policy in Y9, 10 and 11 and the Lead Teacher of Values will be responsible for the implementation of this policy for Y7 and Y8. SLT link will work closely with colleagues to ensure its implantation also.

All staff are responsible for:

- delivering SRE in a sensitive way;
- modelling positive attitudes to SRE;
- monitoring progress;
- responding to the needs of individual pupils and
- responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE.

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the KAS (SLT Link to Values) in the first instance, as support and training can be arranged. Other concerns linked to the teaching of SRE should be discussed with the headteacher. Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Monitoring and Evaluation

The Values Co-ordinator and Lead Teacher of Values will observe a range of sex education lessons, speak to pupils and view work held in pupil books. Learning walks will also be used to monitor this provision. Any identified areas for development will be the subject of discussion between Values managers, Group Tutor, Year Group Manager and Assistant Headteacher (Character and Culture). Deputy Head (Pastoral) will also be consulted. Following this amendments may be made to SOW. Appropriate training for staff will be organised.

This policy will be reviewed annually and shared with Governors for approval.

Safeguarding

All school safeguarding procedures and policies must be read, understood and adhered to.

Withdrawal Procedures

Parents may withdraw their children from sex and relationships education at any time but it will be most helpful if such a decision can be taken at the start of the school year. Decisions to withdraw children from sex education should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action.

Placement for withdrawal - Pupils who have been withdrawn from sex and relationships education lessons will be accommodated in the school, under the supervision of Year Group Manager. The notice of withdrawal should be treated in a sensitive way, to ensure that students are not made to feel excluded from the class. It is important that the rest of the

group respect the choice of the individual. Appropriate work will be set for the pupil during this curriculum time.