



Sex & Relationship Education Policy

Date of Review: March 2018
Approved by: Trust Board
Next Review Date: March 2021

1 Definition

1.1 Effective Sex Education and Relationship Education:

- is essential if young people are going to make responsible and well informed decisions about their lives;
- should help and support young people through their physical, emotional and moral development and help prepare them for the opportunities, responsibilities and experiences of adult life;
- should recognise the importance and nature of marriage and stable relationships and their importance for family life and for the bringing up of children, where respect, love and care are paramount;
- should help young people respect themselves and others and help them move with confidence from childhood, through adolescence into adulthood, giving them the skills, knowledge and understanding they need to lead healthy and independent lives;
- should provide accurate and relevant information:
 - i) teaching young people about human sexuality and how this applies to sexual relationships.
 - ii) exploring the reasons for delaying sexual activity.
 - iii) provide information about where to find appropriate advice and support on sexual issues.
- and ensure that the teaching is appropriately set for the age and maturity of the young people.

1.1 The Academy needs to help young people develop confidence in talking, listening and thinking about sex and relationships.

2 Parents' Rights

2.1 Parents are key people in teaching young people about sex, relationships and growing up but sometimes find this task difficult. The Rodillian Multi Academy Trust should support parents working in partnership with them.

2.2 Parents have the right to withdraw their child from any part of the Sex and Relationship Education, except that which is required as part of the School National Curriculum, but it is hoped that this document and information made available will encourage parents to support the academy in its teaching of Sex and Relationship Education within a properly structured teaching programme.

2.3 The DfE provide an information pack for parents who withdraw their children from Sex and Relationship Education.

3 Provision

3.1 Effective Sex and Relationship Education is an entitlement for all young people and is largely based within PHSE sessions and/or drop down days throughout the year. The teachers contributing to this programme will be confident, knowledgeable, at ease with the teaching and aware of the school's policy on Sex and Relationship education. Teachers' personal beliefs and attitudes should not influence the teaching of Sex and Relationship Education.

3.2 Lessons will take place under a set of ground-rules which help teachers create a safe and trusting environment in which neither teacher or pupil should feel embarrassed or anxious. Outside agencies may also be used for expert advice and guidance.

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in a discussion.
- Only the correct terms for body parts will be used.
- The meanings of words will be discussed in a sensible and factual way.

3.3 Young people are taught to respect other peoples' opinions, listen without interrupting, and only use language that will not offend others and not to refer to other peoples' personal lives.

3.4 The following specific issues are an essential part of any Sex and Relationship Education:

- Puberty, Menstruation, Contraception, which are also covered in the Science curriculum, and
- Abortion and Safer Sex (helping to reduce the incidence of HIV/AIDS and Sexually Transmitted Infections) are included in the RE curriculum framework

3.5 Activities are designed:

- i. to provide knowledge and understanding of the above issues at appropriate stages and an understanding of human sexuality, sexual health, emotions, relationships, body image, sexting and internet safety;
- ii. to improve personal and social skills, to help manage emotions and relationships confidently and sensitively, developing respect and empathy for others, learning about choices and the consequences of choices and learning how to recognise and avoid exploitation and abuse.
- iii. to develop critical thinking as part of decision making, exploring moral issues
- iv. and learning the importance of values, individual conscience and moral consideration.

3.6 Activities may involve group work, class discussion or debate, role play and drama activities. Up to date video material is available for use, as are work

sheets, information sheets and leaflets. We also utilise a bank of outside agencies to visit lessons with appropriate expert knowledge.

- 3.7 The Science Curriculum at Key Stage 3 follows the National Work Scheme and may involve the use of work-sheets and text books, class and group discussion, research, model making and the use of broadcast educational videos. The curriculum requires knowledge and understanding of fertilisation in humans, physical and emotional changes during adolescence, the human reproductive system, the menstrual cycle, the development of the foetus and how the growth of bacteria and the replication of viruses can affect health.
- 3.8 At Key Stage 4 GCSE syllabi are followed. The teaching methods mentioned in Key Stage 3 are used to teach knowledge and understanding of the effects of sex hormones, the medical use of hormones, defence mechanisms of the body and knowledge of how sex is determined in humans. Aspects of Sex and Relationship Education may occur in other areas of the curriculum.
- 3.9 During the delivery of these topics, all teachers will adhere to the School Sex and Relationship Policy. Software on the academy computer systems prevents access to unsuitable materials on the internet when young people are researching topics.

4 Monitoring and Evaluation

- 4.1 Teachers follow detailed work schemes that deliver the programme at an appropriate stage for young people's needs.
- 4.2 Visiting Health Professionals will be made aware of the Trust's policy, and agree to be bound by it, before working with a class or individuals. However, when they are in their professional roles they should follow their own professional codes of conduct.

5 Confidential Policy

- 5.1 Teachers need to be aware that effective Sex and Relationship Education which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.
- 5.2 The Rodillian Multi Academy Trust has a child protection policy and designated staff with responsibility for child protection.
- 5.3 Teachers cannot offer a guaranteed pupil unconditional confidentiality.