



**GOODWIN  
ACADEMY**

# **Sex and Relationships Policy**

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**Date: December 2016**

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The policy content is based on the most recent guidance to schools & colleges as detailed in DfE 0116/2000 SRE guidance, *Sex and Relationships Report*, Ofsted (2002) and the National Healthy School Standard guidance DH/DfES (2006) and updates the previous version. Also includes updates from the 2010 executive summary from the DfE.

### **Context/Introduction**

All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:

Define sex and relationship education

Describe how sex and relationship education is provided and who is responsible for providing it

Say how sex and relationships education is monitored and evaluated

Include information about parents' right to withdrawal

Be Reviewed regularly

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age.

Goodwin Academy is a non-selective 11-18 high school. It is situated in Deal, a town with some areas of deprivation and disadvantage. The proportion of young people in receipt of free school meals was slightly above the national average in 2015. The ethnic mix is small, with ethnic minorities making up only 6% of the college population. There are a higher proportion of students with SEND than the county or national average and we also have a Specialist Resourced Provision for Speech, Language and Communication Needs which works across both sites.

### **Policy Aims**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families. The aims are:

- To provide the accurate knowledge and information to which all pupils are entitled
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop students understanding of the importance of a healthier, safer lifestyle
- To develop students understanding of pressure from peers and the media, and their ability to resist these
- To provide a description of how SRE is delivered, monitored and evaluated in the school to help students learn to respect and care for their bodies
- To prepare students for puberty and adulthood
- To help students learn how to gain access to information and support

This will be achieved through a programme which encourages:

- Appreciation of stable family life, but respect of different family situations
- The value of sexual activity within the context of love and marriage
- The responsibility of parenthood
- The importance of self-restraint, dignity and respect of self and others in choice and decisions about sexual behaviour
- Sensitivity towards the needs and views of others
- Loyalty and fidelity
- A view of sex as an expression of deep and committed human love

The school recognises that some students will be all too aware that there is a mismatch between their backgrounds and those moral choices and attitudes to self and others. Hurt and the lowering of self-esteem for these students must be avoided at all costs, but the value and benefit of such standards must be recognised through our provision.

### **Policy Development, Dissemination and Review Process**

This policy was drafted by the Assistant Principal in consultation with the PSHCCEE co-ordinator, SEN co-ordinator and Careers Progression Mentor.

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE, via the school office. Parents/carers are invited to view the policy via the school website.

The policy will be reviewed every two years by the Assistant Principal in consultation with the above representatives.

### **Values Framework**

As part of SRE, students should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in *Supporting Families*, the Home Office Ministerial Group on the Family consultation document - that there are strong and mutually supportive relationships outside marriage. Students should learn the significance of marriage and stable relationships as key building blocks of community and Society. Care needs to be taken to ensure that there is no stigmatization of children based on their home circumstances.

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of SRE in this school. Staff should negotiate and agree ground rules that provide a common values framework within which to work:

- Students are prepared to minimise embarrassment and can post questions anonymously

- so that staff have time to prepare responses
- No-one should feel they have to answer a personal question or feel obliged to take part in a discussion
- Only correct names for body parts will be used, in a direct way, to minimise lack of clarity and meanings explained in a factual way

If a question is too explicit, or inappropriate for the whole class or age-range, staff should acknowledge it and attend to it later on an individual basis. Staff should not be drawn into providing more information than is age-appropriate, nor should students be given the impression that teenagers inevitably have sex, but rather that it is something between two people who are mature enough to make informed decisions.

### **Learning Outcomes for SRE within Goodwin Academy**

By the end of Key Stages 3 and 4, students will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships.

They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

The following learning outcomes guide the teaching of SRE in this school:

- To encourage young people to have due regard for moral considerations and for the value of family life and a stable, faithful relationship
- To promote responsible behaviour and respect for oneself and others
- To combat ignorance and increase understanding by providing information about physical, emotional and social aspects of human sexual development from conception to adulthood, including the nature of love, personal relationships and family life
- To promote an understanding of those aspects of the law relating to sexuality
- To provide a suitable vocabulary for discussing sex and enable this to be used without embarrassment
- To counter unnecessary feelings of guilt and anxiety
- To develop an understanding of the range of human sexual attitudes and behaviour

### **The Organisation of SRE**

SRE is co-ordinated by the PSHCCEE lead and is taught within the PSHCCEE programme at Key Stages 3 (within Humanities lessons) and 4 (1, 50-minute lesson per week). Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE. Pastoral support is given to all students who experience difficulties, especially when further discussions are needed and parents of our more vulnerable youngsters will be kept informed and offered support in furthering conversations and discussions.

A range of teaching methods which involve student's full participation are used to teach SRE. These include use of small group work, the media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. SRE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant.

Our provision takes into account the needs of boys as well as girls, ethnic and cultural diversity, varying home backgrounds, sexual orientation, AEN and physically disabled students. We will be proactive in tackling bullying of any kind, including sexist, homophobic and disability-related types.

### **Use of visitors**

Visitors should complement but never substitute or replace planned provision. It is the PSHCCEE coordinator's and teacher's responsibility to plan the curriculum and lessons.

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, will be invited to plan and contribute to SRE lessons. The PSHCCEE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's SRE programme. A teacher will be present during the lesson.

### **Terminology**

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

### **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor Pastoral Support Team for an answer, or seeking advice from the PSHCCEE co-ordinator or Designated Safeguarding Lead.

### **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

### **Monitoring and Evaluation of SRE**

The PSHCCEE co-ordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson drop ins, monitoring planning and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Parents'/carers' views are invited at parents' evenings and through parent forum meetings. Any staff development needs will also be identified by the PSHCCEE co-ordinator.

### **Liaison with Feeder Schools**

Relevant dialogue takes place between the transition co-ordinator and the PSHCCEE co-ordinator.

### **Withdrawal of Students from SRE and Complaints Procedure**

The school includes information on SRE on the school website and full details are available on request. The school may inform parents/carers when some aspects of the SRE programme are taught (this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents/carers to view the videos and resources being used.

Parents are informed of their legal right to withdraw their child from SRE via the school website. Any parent wishing to withdraw their child is encouraged to make an appointment with the PSHCCEE co-ordinator and Designated Safeguarding Lead to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum for Science.

### **Equal Opportunities**

All students are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that

all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

### **Safeguarding/Confidentiality**

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Academy's safeguarding policy.

The staff member will inform the Designated Safeguarding Lead. A member of staff cannot promise confidentiality if concerns exist.

### **Procedure for Supporting Those Infected with HIV or Hepatitis B or C**

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a student's blood-borne viral status, should inform the Principal and no one else. She/he will tell the student that this is what they are doing. No student or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.

### **Links with Other Policies**

General Equality Scheme, Action Plan and Equal Opportunities

Safeguarding

Confidentiality

Behaviour

Anti-Bullying

### **Under 16s' Entitlement to Confidential Health Advice and Treatment**

The school nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers, if it is deemed to be in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse taking place or a serious risk of harm, would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees students on a one-to-one basis she will follow these professional guidelines. In PSHCCEE lessons, however, she must follow the same guidelines as teachers.

SRE lessons will inform students of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services both inside and outside school. Local guidance leaflets are distributed at this point, e.g. CHOICES booklet. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs.

**Safeguarding**

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Ensure the student is aware of the need to seek contraceptive and sexual health advice and knows how to do so
- Encourage the student to talk to a parent/carer
- Inform the Designated Safeguarding Lead. Underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age or there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the DSL who can advise whether they need to know the name of the student and whether child protection procedures need to be initiated. The student will be kept fully informed at all stages.

**Student Support Services Available in School**

The Student Support Team is available each day and will liaise with the school nurse team if applicable. The Connexions personal advisers are available in the designated office and can offer students, from the age of 13, advice on their education choices and support with any other needs.

These student support services work together with tutors and the pastoral team, but they will not share personal information about students without their permission unless there are child protection concerns.

**Support for Pregnant Teenagers and Young Fathers**

Any student who is continuing with a pregnancy will be given the opportunity to speak with a member of the Senior Leadership Team to ensure she knows how she may continue her education within the school, and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from the LA. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information about sources of advice on legal and other issues through, for example, the Citizens' Advice Bureau and Connexions (CXK).

Signed: .....Principal

Date:.....

Signed: .....Chair

Date:.....