



Ark Boulton  
Academy

*“Growing together, reaching higher”*

# RELATIONSHIP & SEX EDUCATION POLICY

June 2017

Date of last review:	June 2017	Review period:	2 Years
Date of next review:	June 2019	Owner:	Patrick Horner

## POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2016/17	Patrick Horner			Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
June 2016	Policy created	SLT
June 2017	Policy reviewed	Patrick Horner

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
June 2016		Julie Griffiths

Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
Date	Course Title	Staff

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## 1. INTRODUCTION

As a learning community we aim to grow together in understanding and cooperation, respecting each other's needs, beliefs and background, working ever more closely to fulfil individual potential for the greater good. Together with families and the local community, Ark Boulton Academy is dedicated to helping our young people to develop a lifelong love of learning, a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it. Our approach is summed up in the African proverb, "It takes a whole community to bring up a child".

SRE teaches pupils to develop an awareness and respect for themselves and others. It aids the development of positive self-esteem, which will enable pupils to cope with the challenges of personal growth. It ensures that pupils are aware of the personal choices they can make and prepares them to make responsible decisions. It is as much about exploring feelings and emotions as it is a biological understanding.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children, together with the challenges and responsibilities of parenthood. Pupils will learn about the significance of marriage and other strong and stable relationships (DfE 2011). Care is taken that no child is stigmatised because of his or her home circumstances and that an inclusive approach is always adopted.

We recognise the importance of the partnership of the family and the academy, of parents/carers and teachers, in this significant area of personal development. The academy will ensure that all children experience a planned programme of SRE that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The SRE programme will reflect the Academy's inclusive ethos where all pupils, regardless of age, ability, gender, race or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that the needs of boys and girls are met on the subject of puberty. Children with special educational needs and learning difficulties are included in sex and relationship education.

## 2. AIMS

The sex and relationship education (SRE) programme at Ark Boulton is an opportunity for students:

- To clarify their attitudes and values with respect to sex and sexuality and to place them within a moral framework.
- Develop an understanding of factual information.
- To develop a range of appropriate personal skills.

## 3. OBJECTIVES

The specific objectives of a SRE programme will depend on the age and maturity of the students involved. Underpinning all of them will be an understanding of the biological, emotional, social, legal and moral aspects of sexuality.

In order to achieve the aims the following objectives apply:

- To develop an understanding of a range of values and moral issues including the importance of family life in its many different contexts.
- To enable the students to understand the biological facts related to human growth and development including reproduction and contraception.
- To enable the students to develop further the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- To enable the students to identify and use sources of help and advice available within the family, college and community.
- To present information to students about different types of contraceptives.
- To present information to students about HIV/AIDS and other Sexually Transmitted Infections (STIs) at an appropriate point.
- To assist the students in making informed decisions about sexual behaviour and the consequences of behaviour which carries risks.
- To enable young people to know and understand the legal framework relating to sexual activity.
- To foster a range of personal skills and qualities which will enable students to make informed choices and lead fulfilling and healthy lives.
- To develop an understanding of and sensitivity to different lifestyles, needs and the feelings of others.

#### 4. IMPLEMENTATION

Sex and relationship education will focus on physical, moral, social and emotional development of all pupils. Delivered within an inclusive ethos, we will develop an understanding of the importance of marriage, stable and loving relationships, respect, love and care, for family life (DfE 2011). Moreover, it will also explicitly teach the biological and emotional aspects of the processes of sex, sexuality and sexual health.

Sex and relationship education has three main elements (See Table 1 below):

<b>Aspect of SRE</b>	<b>Description</b>
Attitudes and Values.	<ul style="list-style-type: none"> <li>• Learning the importance of values and moral considerations.</li> <li>• Learning the value of family life, marriage and other strong and stable relationships for bringing up children.</li> <li>• Learning the value of love, respect and care in relationships.</li> </ul>
Personal and Social Skills.	<ul style="list-style-type: none"> <li>• Learning to manage emotions and relationships confidently and sensitively.</li> <li>• Developing empathy and self-respect.</li> <li>• Learning to make choices without prejudice.</li> <li>• Appreciating the consequence of choices made.</li> <li>• Managing conflict.</li> <li>• Recognising and avoiding risks, exploitation and abuse.</li> </ul>
Knowledge and Understanding.	<ul style="list-style-type: none"> <li>• Learning about and understanding physical development.</li> <li>• Understanding human sexuality, reproduction, sexual health, emotions and relationships.</li> </ul>

In order to create a comprehensive SRE programme it is essential to clarify the key learning outcomes for all pupils (See Table 2 below):

<b>Aspect of SRE</b>	<b>Learning Intentions for all Pupils</b>
Physical.	<ul style="list-style-type: none"> <li>• To provide knowledge of human reproductive processes.</li> <li>• To inform children on matters of personal hygiene and related health issues.</li> <li>• To provide effective ways to help young people recognise and manage the risks associated with alcohol and sexual health.</li> </ul>
Social and Emotional.	<ul style="list-style-type: none"> <li>• To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.</li> <li>• To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.</li> <li>• To foster the ability to manage relationships in a responsible and healthy manner.</li> <li>• To promote the value of loving relationships and of family life.</li> <li>• To recognise that marriage is an important, but not exclusive, context for family.</li> </ul>
Moral.	<ul style="list-style-type: none"> <li>• To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviours.</li> <li>• To educate against discrimination and prejudice.</li> <li>• To empower children to make informed choices about their developing sexuality.</li> <li>• To help young people stand up to pressures to lose their virginity and to respect the choices other people make regarding sex and relationships.</li> <li>• To meet the needs of all pupils, for example girls and boys, looked after children, lesbian, gay, bisexual and transgender young people.</li> </ul>

## Organisation of academy sex education

SRE sits firmly within the curriculum of Ark Boulton and will be taught with the same academic rigour and sensitivity as all other subjects. There will be a whole school approach from Years 7 to 11 where progression and continuity are built into the programme.

SRE will be taught in dedicated learning sessions as part of the ‘civitas’ programme and within the core curriculum of Science. Specialist science teachers will deliver and teach all of the biological aspects of SRE as part of the statutory Science Curriculum. However, when learning about the underlying biological processes of relationships this will not be carried out in a vacuum and pupils will also consider and discuss the emotional aspects in tandem. Civitas tutors will focus on the social, emotional and moral aspects of SRE more explicitly with their small family style ‘civitas’ groups following the SMSC programme overseen by the Pastoral Lead on SLT.

## Teaching of sex education

Students are taught in small, mixed ability groups, using resources that are designed to be accessible to students of all abilities. The programme involves the use of many

resources. These are selected only if they support the aims and objectives of the programme, are easily accessible to students, respect the sensitivities of the students and their parents and are free of bias by gender, race or in any other form. Some of these are published materials, but many are produced by staff at the academy.

### **Training provision**

Frequent training ensures that teachers are up to date, with the background biological knowledge associated with such topics as STI's and contraception. The delivery of the sex education programme by a relatively small number of interested teachers ensures that they can be offered adequate training. Governors are also encouraged to undergo training in this area. We also use external speakers e.g. academy nurse.

### **Specific classroom arrangements**

SRE will be regarded and thoroughly planned in the same way as all lessons at Ark Boulton. There will be the same high expectations within the classroom of both the teacher, and the pupils. When planning lessons, teachers will consider appropriate groupings in respect of pupil experience and need. Mixed-gender classes will be the norm for both civitas and science sessions.

Boys and girls will be taught about issues such as sexual stereotyping and menstruation together, thus treating the issues as part of the broad SRE and in particular avoiding boys' misconceptions and speculation. It is important to teach about sexually transmitted infections and contraception and as the academy develops may consider whether these issues need to be taught in mixed or single sex sessions. It is essential that boys' needs must be met as well as girls, therefore girls and boys may be taught separately on occasions as appropriate within Year 7.

Children with Special Educational Needs relating to sex education will have their needs addressed both within the class, and where appropriate, on a one-to-one basis. Advice will be sought from the health professionals and SENCo.

## **5. SEXUAL BULLYING**

To be populated.

## **6. MORAL AND VALUES FRAMEWORK**

The prime responsibility for bringing up children rests with their parents/carers. We recognise that parents/carers are key figures in helping their children to cope with the emotional issues involved in growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. They will wish to do so within the moral framework which underpins their individual family life. The teaching offered by the academy should be seen as complimentary and supportive to the role of parents.

### **Equal opportunities**

The sex education programme has been devised to support the commitment of the academy to equal opportunities. It does this in the following ways:

- By establishing a balanced and relevant sex education curriculum which is accessible to all students.
- By using teaching strategies that encourage positive attitudes and challenge prejudice and intolerance.
- By providing a safe environment where the ground rules for discussing these issues are established very clearly.
- By using and expecting language which promotes positive images and mutual respect.

### **Dealing with sensitive issues**

The academy SLT are clear that teachers should respond to all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The academy expects teachers to use their professional judgment and discretion when faced with, or answering, questions which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections.

The following ground rules have been established to ensure that communication about sex and relationships is clear, consistent and unambiguous:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No pupil or member of staff is expected to ask or answer questions about their life.
- Nobody is forced to take part in discussions.
- In discussions, teachers will promote the knowledge and use of accepted names of body parts. These will be the biological terms.
- Meanings of words are explained in a sensible and factual way.

## 7. APPENDIX 1 – SPECIFIC ISSUE STATEMENTS

### **Contraceptive 'advice' and information to under 16's (individually and in the classroom)**

Teachers should not offer individual contraceptive advice to students. This role is more appropriately performed by a health professional e.g. a Doctor or a Nurse. Work on contraception appears in lessons.

### **Confidentiality (individual and in the classroom)**

Confidentiality within the classroom is an important element of sex education. Teachers should, however, take care that they do not compromise themselves by promising confidentiality to individual students in 'delicate' situations. It is always wise in such situations to share information, most appropriately with a Head of House or member of the SLT. Legal guidelines will be followed.

### **Child sexual abuse procedure**

The definition of child abuse is clearly laid out in the academy's Safeguarding Policy and the relevant steps that need to be taken in a case of suspected abuse. Procedures are mandatory upon all those dealing with child abuse in academy. All staff are aware of the procedures which are documented in an abbreviated form in the staff diary.

### **Right to withdraw child from sex education**

Parents have the legal right to withdraw children from aspects of sex education not covered by the National Curriculum Orders for science and the academy fully respects that right. Parents who wish to withdraw their children from sex education should write to the Head teacher stating that they wish to do so. No explanation is required. However, we hope that no student will be withdrawn from the sex education programme. Teachers have worked hard to produce a course that is sensitively taught and appropriate to the needs of young people. Therefore, we would request that parents thinking of withdrawing a child give staff an opportunity to talk to them about the programme and hopefully allay any fears that they may have.

A student who is not following the sex education programme will not attend that particular section of activities during PSHE but will follow another activity. The rest of their PSHE programme will be undisturbed. If discussion of sexual matters is likely to occur in other lessons, teachers need to be aware of students who are withdrawn from sex education lessons. If necessary they may need to be removed from particular lessons. This is unlikely to occur frequently, if at all. Where such matters emerge in an unpredictable context, teachers should use their professional judgement. In most cases, a brief answer is appropriate and acceptable.

### **Bullying procedures**

Should issues of bullying or sexual harassment arise, the procedures laid down in the academy Anti-Bullying Policy should be followed.

### **Complaints procedure**

Ark Boulton has an open relationship with parents/carers and always encourages them to express their concerns to the academy so that they can be addressed.

## **Working with parents**

Ark Boulton seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

## **Health professionals and visitors**

Where people are invited in to speak to students, they will be made aware of the guidelines and will be expected to follow them. A member of staff will be present during the talk.