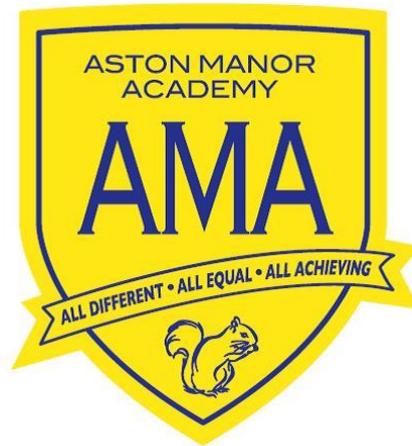


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

SEX AND RELATIONSHIPS EDUCATION POLICY

Review Date: November 2017

To be Reviewed: November 2019

Agreed: F & GP Board

Policy Lead: Sandra Coleman

SEX AND RELATIONSHIPS EDUCATION POLICY

1. RATIONALE

The Trust's policy on Sex and Relationships Education (SRE) is made available to all parents.

Equitas Academies Trust believes that effective SRE is important to ensure that students grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, to be comfortable with the changes during puberty, to be aware of sexual health and be emotionally safe.

The Trust aims to provide a safe place for children and young people to understand facts and use this knowledge to help and make sense of the information they have acquired from the media and to dispel playground myths.

2. LEGAL POSITION ON SRE

The Trust recognises that under current arrangements there are several requirements on schools in respect of SRE. These are set out in legislation and are as follows:

- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their students.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires Headteachers and governing bodies to have regard to this guidance; to ensure that students learn the nature of marriage and its importance for family life and the bringing up of children, and that they are protected from unsuitable teaching and materials.
- All secondary schools are required to provide SRE which includes (as a minimum) information about HIV/AIDS and other STIs (Education Act 2002).
- Schools must teach the statutory requirements of SRE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, and reproduction and infection avoidance.
- All secondary schools are required by section 404 of the Education Act 1996 to have an up-to-date policy for SRE.
- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided by the school except for those parts included in the National Curriculum.

3. AIMS

The Department for Education (DfE) suggests that Sex and Relationships Education (SRE) is provided in a way that encourages students to consider: personal relationships in the widest sense, morals and the importance of marriage and family life. The Trust wholeheartedly supports this philosophy and believes it is best taught as part of the Personal, Social and Health Education (PSHE) and Citizenship programme delivered throughout the Trust as the Learn4Life programme. The PSHE programme goes beyond National Curriculum science and seeks to promote the spiritual, moral, cultural, emotional, mental and physical development of students, as well as preparing students for the opportunities, responsibilities and experiences of adult life. The programme also embraces the National Healthy School Standard (NHSS).

4. ETHOS

The Trust believes that SRE should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices.

The Trust believes that SRE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. SRE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables young people to understand their physical and emotional development and enables them to take increasing responsibility for their own health and wellbeing and that of others.

The Trust recognise the role SRE has in supporting the health and well-being of our students, and the contribution it makes to ensuring we meet the ethos of the Every Child Matters agenda.

The Trust believes that SRE can have a positive impact on young people's sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy.

The Trust believes that contributions can be made by different curricular areas and that teaching can be reinforced by the general ethos of the Trust in creating a supportive environment for all students.

The Trust will ensure that SRE is accessible to all students including those with Special Educational Needs.

Whilst the Trust acknowledges that parents have the right to withdraw their child from the non-national curriculum aspects of SRE, we also note that they have a responsibility to provide alternative SRE.

5. SEX AND RELATIONSHIPS EDUCATIONAL FRAMEWORK

Sex and Relationships Education covers more than biological facts and information and tries to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring stable relationships. Appreciation of the value of self-respect, dignity, marriage and parental duty should be encouraged in all students, together with sensitivity to the needs of others, loyalty and acceptance of responsibility. SRE should be evidence-based and age-appropriate, be sensitive to faith and cultural perspectives promote equality, inclusion and acceptance of diversity, and provide children and young people with a clear sense of rights and responsibilities.

6. HOW SRE IS PROVIDED AND BY WHOM

Aston Manor Academy

The topics in the framework above are developed gradually through the timetabled PSHE programme. This is further enhanced by subject teaching, the Trusts pastoral system and workshops and sessions delivered by external agencies.

Lessons will be delivered in the Academy by teaching staff, Charities and Health Service professionals in years 7 to 10.

Parents have the right to withdraw their child from all or part of any sex and relationships education programme, but not the biological aspects of human growth and reproduction that are part of the National Curriculum science (see also Appx 1). As the PSHE course emphasizes aspects of sex education within a framework of personal development, we hope that parents will realise the benefits to be gained by students from this type of course and not request withdrawal without discussing it with the Academy.

Chilwell Croft Academy

Relationships and puberty Education is delivered through Emotional Literacy by class teachers in years 5 and 6. When required, Chilwell Croft Academy use the services of the school nurse to support in the delivery of lessons on puberty.

7. MONITORING AND EVALUATING SRE

Aston Manor Academy

Delivery of SRE, within PSHE lessons will be monitored during the year in the same way as all other curricular subjects.

Teaching materials and resources will be reviewed on an annual basis by the Lead Teacher for PSHE, whilst the delivery and effectiveness of the programme will be monitored by the appropriate Deputy Headteacher. Teaching staff will have access to on-going, high quality support through in the Trust induction and continuing professional development opportunities.

8. OBJECTIVES

- To develop skills in making informed decisions and in combating exploitation or peer pressure.
- To encourage openness and better communication about sexual matters.
- To promote respect for themselves and others.
- To learn about the nature of marriage and appreciate the value of stable family life and the responsibilities of parenthood.
- To enable students to recognise the physical, emotional and moral implications of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.
- To ensure that students are given appropriate teaching materials that have regard to any religious or cultural background of the students, meet legal requirements and are not explicit or unrelated to the lesson.

Equitas Academies Trust

- To combat ignorance and increase understanding to reduce guilt and anxiety.
- To promote responsible behaviour among students.
- To raise awareness of outside influences e.g. the media.

9. SPECIFIC ISSUES

Confidentiality - students are made aware that disclosures made to members of staff, which contravene the law, cannot be treated as confidential. Likewise, where a course of conduct may place the student at moral or physical risk, the teacher has a responsibility to inform the Headteacher who would take suitable action and arrange for the student to be counselled if appropriate. However, teachers should ensure that students know how and where to access information and obtain specific individual advice.

Child Abuse/Protection - The Trust has a specific policy and the Designated Senior Person, is to be informed immediately and Birmingham City Council procedures to be followed.

Contraceptive Advice - is not to be given individually or personally, but only to a group regarding the legal situation and the aspect of sexually transmitted diseases.

Questions – staff are keen to answer difficult questions within class, but answers will always focus on the classroom learning aspects, be hypothetical and appropriate to the whole class. Questions will not be handled on a personal basis or with individual students.

Date of next review: November 2019