

Sex Education Policy

Last amended 29.01.18 by Heather Watson

Reviewed & approved by Curriculum Committee 07.11.17

Ratified by Trustees 10.01.18

Next review date October 2019

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Within this policy the term Headteacher refers to the Headteacher of the school and the term Executive Headteacher refers to the Executive Headteacher of the Twynham Learning Academy Trust (the Trust).

The governors of the Trust are charity trustees and company directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

What are the statutory requirements?

- It is compulsory for all maintained schools to teach the biological aspects of sex education covered in National Curriculum Science.
- From January 2012 Ofsted will evaluate the extent to which students are able to understand and respond to risk, for example relationships (including sexual relationships), as part of the “Behaviour and Safety” element of the new Inspection Framework. In addition, the extent to which a school promotes the “spiritual, social, cultural and moral development” of students will form part of the overall judgement on school effectiveness.
- Primary and secondary schools are required to have a policy on sex education.
- Academies must give due regard to the government SRE guidance (2000).
- The Equality Act (2010) stipulates that Relationships & Sexuality Education (RSE) issues are taught in a way that does not subject students to discrimination.
- Schools must ensure the wellbeing of students (Children’s Act 2004).

The policy has taken into account findings from Sex and Relationship Guidance DfES 2000, the National Teenage Pregnancy Strategy, National Healthy Schools Programme and Ofsted research (Not good enough: PSHE Education in Schools, May 2013). It is interesting to note that there is a close correlation between the overall grade a school receives in their Ofsted inspection and their grade for Personal, Social, Health & Economic Education (PSHE). A recent Department for Education (DfE) research report stated that:

‘ Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years’.

Key findings from Ofsted Report May 2013

- Sex and relationships education required improvement in over a third of schools.
- In primary schools too much emphasis was placed on friendships and relationships, leaving students ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach secondary school.
- In secondary schools too much emphasis was placed on ‘the mechanics’ of reproduction and too little on relationships, sexuality, the influence of pornography on students’ understanding of healthy sexual relationships, dealing with emotions and staying safe.

- Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help.
- Outside speakers make a valuable contribution by bringing a wide range of expertise and life experiences to the SRE programme.
- Too many teachers lack expertise in teaching sensitive and controversial issues.
- Teacher expectations were low, previous learning was not checked and work was repetitive and unchallenging.

This Consultation Process has involved:

- School representatives from all key stages
- Governors
- Student focus groups
- School nurses
- Public Health

What does evidence tell us about SRE?

- When leadership within a school and a local authority actively supports the delivery of PSHE, the quality of SRE increases.
- Schools in England with good quality SRE programmes have successfully contributed to reducing local rates of under-18 conception and increasing levels of attainment.
- Young people who have a broad programme of SRE, that starts early in schooling, are more likely to delay having sex until they are older, use contraception, and have fewer sexual partners.
- RSE is more effective if home and school work in partnership.

Definition of Sex & Relationship Education (SRE)

SRE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
- Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a

religious or faith tradition – everyone whatever their background, community or circumstance

- Be provided within a holistic context of emotional and social development across all settings.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that the wider community has much to offer

Rationale

The aim of this policy is to equip all young people with the relevant knowledge, attitudes and skills to make informed decisions regarding their sexual health and relationships throughout their lifetime. Information about sex alone can never be enough.

The three main elements involve:

Knowledge

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy and the issues relating to unplanned pregnancy
- Learning how the media, the internet and pornography can influence attitudes and behaviour towards sex

Attitudes

- Learning the value of family life, and stable and loving relationships
- Exploring, considering and understanding moral dilemmas
- Challenging myths, misconceptions and false assumptions about normal behaviour
- Learning the value of respect, love and care

Skills

- Learning to manage relationships confidently and sensitively
- Learning to make choices and considering consequences of choices made
- Developing self-respect and empathy for others
- Managing conflict
- Empowering students with the skills to be able to avoid inappropriate pressures or advances(both as exploited or exploiter)
- To critically reflect and separate fantasy from reality

Aims & objectives:

SRE in **primary schools** should ensure that all students

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

SRE in **secondary schools** should prepare young people for an adult life in which they can

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within relationships
- Have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV
- Avoid being exploited or exploiting others
- Avoid being pressurised into having unwanted or unprotected sex
- Get confidential sexual health advice, support and, if necessary, treatment
- Know how the law applies to sexual relationships

Learning Outcomes

The following statements are offered as an illustration of learning outcomes for SRE at each key stage. They give a basis for schools to plan schemes of work so as to develop the knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and reflect on the statutory framework for PSHE.

SRE in primary schools should lay the foundation for factual knowledge and the more sexually explicit information required by young people in later years.

SRE is **not** about encouraging sexual experimentation, taking away a child's innocence or overruling the wishes and rights of parents.

SRE that starts early in primary school can help protect children and young people from sexual exploitation and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.

By the end of the Foundation Stage

Students will be able to

- Recognise that their behaviour can affect other people
- Identify family members and friends and the roles that they play
- Consider ways they have changed physically since they were born
- Recognise some of the proper names for the external parts of the body
- Describe some of the functions of some parts of the body

Students will know and understand

- That humans produce babies that grow into children and then into adults
- Why it is important to keep clean
- Basic hygiene routines
- Who they can talk to at home and in school

Students will have considered

- Different ways they can express their feelings
- How feelings can influence friendships
- How they can help to look after themselves

By the end of KS1

Students will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings

- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Students will know and understand

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Students will have considered

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

By the end of KS2

Students will be able to

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Students will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- The main stages of the human life cycle
- That safe routines can stop the spread of viruses including HIV
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Students will have considered

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

By the end of KS3

Students will be able to

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage

- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Students will know and understand:

- That fertilisation in humans is the fusion of a male and female cell
- The physical and emotional changes that take place during puberty
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental wellbeing
- The law relating to the sexual behaviour of young people
- Where to go for help and advice such as the GUM clinic

Students will have considered

- The benefits of sexual behaviour within a committed relationship
- How their self-image affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in a relationship

By the end of Key Stage 4

Students will be able to

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of arguments and express and justify personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves

Students will know and understand

- The way in which hormone control occurs, including the effects of sex hormones, some medical uses of hormones, including the control and promotion of fertility
- How sex is determined in humans

- How HIV and other sexually transmitted infections affect the body, self-image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

Students will have considered

- Their developing sense of sexual identity and how to feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both the impact of having children on their lives and the lives of others

School Context and Staff Responsibilities

Safeguarding and Confidentiality

Teachers and other adults working in schools should be absolutely clear about the boundaries of their legal and professional roles and responsibilities if disclosures are made. (Refer to The Dorset Safeguarding Children's Board Procedures).

Teachers and other adults in schools should not offer or guarantee absolute confidentiality. A clear and explicit confidentiality policy which children, young people and parents understand should ensure good practice throughout the school. It should indicate the protection procedures, personal disclosures by children and young people and the role of health professionals working in schools.

The Role of Stakeholders

- To acknowledge and compliment the role of parents/guardians as sex educators and to work with them
- To fulfil our statutory requirement to produce this policy and make it available
- Keep parents informed through information evenings, drop-ins, workshops and publication of this policy on the website.

Curriculum Organisation

The Academy Trust will ensure that the provision of the Equality Act 2010 is met so that issues are taught in a way that does not subject students to any form of discrimination.

The Academy Trust will ensure that students are taught in age appropriate groups giving consideration to the needs of students regarding

- Gender
- Religious and cultural background
- Education needs
- Disability

Schools should aim to provide staff training and support to ensure a range of teaching strategies specific to the needs of the students within their school. The views of the students should be considered and respected when planning the programme.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering SRE it should be common practice that

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the child protection procedures should be followed. It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet. SRE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice.

Monitoring, Evaluation and Review

All schools should implement systems which track student progress and assess knowledge, learning and understanding in SRE. Lessons should be monitored to assess the quality of learning, identify deficiencies in training and resources and identify outstanding practice. The health and social context of the local community and of individuals in the school should be well analysed to ensure that the programme meets students' needs.

Regular and informed student, teacher, and parent and carer evaluations should be used to review and improve provision.

School leaders and their teams could use these characteristics to evaluate the quality of SRE in their schools:

- Can students' describe what they have learnt with maturity and enthusiasm?
- Do the activities meet the needs of different groups and individuals?
- Do teachers have excellent subject knowledge and skills?
- Are teachers skilful in teaching sensitive and controversial issues?
- Is learning regularly assessed with staff having the same expectations as in other subjects?
- Is the curriculum innovative and creative with a balance of discrete lessons, cross-curricular themes, assemblies, themed days and external speakers?
- Is the curriculum regularly reviewed and revised?
- Does the subject have a high status that is central to the vision and ethos of the school?

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Sex Education Policy
2. Upon whom will this impact?	Students and staff

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, faith or belief		√	
Sexual orientation		√	
Transgender		√	
Age (N/A to pre-school and school children)		√	
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Curriculum Committee, signed 20/10/15 by Kim Hazeldine, Committee Chair, reviewed November 2017

Comment by Headteacher:
