



Thinking Schools Academy Trust
“Transforming Life Chances”

The Victory Academy

Sex & Relationships Education Policy

This policy was adopted on	18 November 2015
This policy was ratified by Governors on	18 November 2015
The policy is to be reviewed on	

Background

This policy covers the Academy's approach to Relationships and Sex and Relationship Education (SRE). Parents are informed about the policy and can view a copy upon request.

We believe it is important to address this area of the curriculum to help pupils develop a positive attitude towards sexual health and personal wellbeing. Sex is a given fact of human existence. It is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships.

Delivery will be appropriate to the pupil's age with an emphasis on the importance of marriage, the family and loving, stable relationships. Children need to glimpse something of the wonder and security of family relationships as the proper context of sexual expression and to grasp the values of acceptance, forgiveness and loving another "as yourself". The programme will be designed to build student's self-esteem, self-awareness and sense of moral responsibility and as such will promote the spiritual, moral, cultural mental and physical development of students. Sex and relationships education is lifelong learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

As an academy we must have 'due regard' to the statutory SRE guidance (Sex and Relationship Education Guidance, 2000). This requires that;

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children;
- Young people are protected from teaching and materials, which are inappropriate for the age and religious and cultural background of the students concerned.

Under the Education Act 2002/ Academies Act 2010 all schools are required to provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical developments of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

SRE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The duty came into effect in September 2007. Since that date, an equivalent requirement has been placed on new academies through their funding agreements.

Aims

The Victory Academy embraces the following in a culturally sensitive way when delivering sex and relationship education. In doing so facts are presented in an objective and balanced way with students being made aware of the difference between fact, opinion and religious belief.

- Teaching about relationships, love and care and the responsibilities of parenthood and importance of the family as well as sex. They will be taught to recognize the need for commitment, trust and love in meaningful relationships.
- Teaching about the taking on of responsibility and consequences of one's actions in relation to sexual activity and parenthood;
- Providing young people with information about different types of contraception, safe sex, sexually transmitted infections, HIV and how they can access local sources for further advice and treatment;
- Giving young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- Linking sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol;
- Ensuring young people understand how the law applies to sexual relationships.
- Focusing on boys and girls equally;
- Building self esteem;

Equal Opportunities Statement:

The academy is committed to the provision of SRE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups of students.

Organisation of SRE

- The ELA responsible for SRE.
- There will be a range of staff responsible for the teaching of SRE including specialist staff, from both within the school and outside agencies, eg. the school nurse.
- Training for teaching SRE will take place throughout the year by internal and outside providers.
- Teachers delivering SRE will use a variety of teaching methods e.g research; presentations by staff and outside speakers; videos; class/group discussion; case studies; time for reflection; use of appropriate materials; theatre groups.
- The SRE programme will be delivered through the following curriculum locations:
 - Designated curriculum time in PDL lessons
 - Through other curriculum areas e.g. Science and RPS

- Differentiated teaching is important in meeting the needs of all students. Students will have different levels of abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties. Differentiated learning will take place through a variety of methods e.g.
 - Outcome – A task for all which students can achieve at their own level
 - Extension activities
 - Different resources usedStudents with special educational needs and learning difficulties are included in SRE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs.

Monitoring, evaluation and assessment

Teachers and students should be fully involved in evaluation of SRE.

The following evaluative questions will act as a guide to learning and should be used regularly:

- Skills – what have we learnt to do?
- Information - what new information have we learnt?
- Attitudes and values – what do we think, feel and believe?
- What do we need to learn next?

Feedback will be gathered in several ways and used in the planning and delivery of future lessons.

Resources

Appropriate resources have been selected that:

- conform to the legal requirements for SRE
- are appealing to the audience and age appropriate
- are appropriate to the needs of students in terms of language, images, attitude, maturity and understanding
- avoid racism, sexism, gender and homophobic stereotyping
- are factually correct and up-to-date
- encourage active and participatory learning methods

Content

The sex education and relationship programme includes:-

1. Information about the human body, sexual organs and sexual responses.
2. Human development, including adolescence, menstruation and adulthood.
3. Reproduction, conception, pregnancy, birth, childcare and parenthood.
4. Abstinence education.
5. The variety of sexual activities which are of low risk, prevention of unplanned pregnancy and sexually transmitted disease including HIV.
6. Health care, including the prevention of cervical and breast cancer.
7. The choices available in the case of unplanned pregnancy.

Specific Issues

The following specific issues should be incorporated within the SRE programme:

- Both boys & girls should be fully prepared for puberty
- Young people need access to, and precise information about, confidential contraceptive information, advice and services
- Young people need to be aware of the moral and personal dilemmas involved in termination and know how to access a relevant agency if necessary
- Young people need to be aware of the risks of STIs including HIV and know about prevention, diagnosis and treatment
- Young people need to know not just what safer sex is and why it is important but also how to negotiate it with a partner.
- Children will be aware that some people have sexual relationships with people of the same sex. The existence of a range of religious views is recognised.
- All should recognize the value of the unique worth of each individual and for this reason: prejudice, victimization, bullying and the use of homosexual slang as a form of abuse are contrary to the Academy's values and will not be tolerated.
- Young people need to be aware of the need and know how to keep themselves safe particularly whilst online.
- The influence of pornography on students' understanding of healthy sexual relationships.

Student Withdrawal Procedures

Parents have the right to withdraw their children from part or all sex and relationships education provided outside National Curriculum Science. Parents wishing to withdraw their children should do the following:

1. Ask to see a copy of the schools Sex and Relationships policy and schemes of work.

2. Ask the academy for an appointment to see staff concerning withdrawing the student from SRE.
3. Following the meeting if it is still the parents wish to withdraw the student a request in writing stating which part of the programme the student should be excluded from will be necessary.
4. Materials are available to parents/carers who wish to supplement the academy SRE programme or who wish to deliver SRE to their children at home.

Using Outside Visitors

The academy sometimes uses outside visitors to help support the SRE programme. These visitors may include health professionals, youth workers, theatre groups etc. The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Visitors are made aware of:

- Their purpose and role within the school's programme
- The boundaries of their input
- The school's SRE policy and planned programme

Confidentiality and Child protection issues

It is important that a student understands that a teacher cannot keep information disclosed to them completely confidential if they believe the disclosure would place the student at risk or in danger. All staff are familiar with the Child Protection Policy, are trained to act appropriately and know the identity of the members of staff with responsibility for Child Protection issues to whom they should report.

Explicit Questions

Both formal and informal SRE arising from students' questions are answered according to the age and maturity of the students concerned. Questions do not have to be answered directly and can be addressed individually later. Questions which reveal unexpected knowledge for the age of the student may be a cause for concern and teachers may wish to refer to the Designated Child Protection Co-ordinator.

The Victory Academy believes that SRE should meet the needs of all students regardless of their developing sexuality and that all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but can also respect that others may have a different opinion.

Dissemination, Monitoring and Evaluation

This policy will be made accessible to governors, staff, parents, outside agencies. The policy will be monitored by the ELA in consultation with the, Heads of Year and school nurse where applicable