



HARMONIZE ACADEMY

SEX AND RELATIONSHIP EDUCATION POLICY

Document Information	
Sex and Relationships Policy	
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Signed (by or on behalf of Governing Body)	
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Background to Policy

This policy is based on **Sex and Relationships Education Guidance 2000** and the report from the Teenage Pregnancy Unit.

The Sex and Relationships Guidance DfE 2000 requires all schools to have an up to date policy that is made available for inspection to parents. The policy

- defines sex and relationships education
- describe how SRE is provided and who is responsible for providing it:
- includes information about parents rights to withdrawal and
- is reviewed regularly

The Government Strategy “**Every Child Matters,**’ emphasises the importance of giving “A high priority to PSHE in schools, with support from local authorities to develop comprehensive programmes of sex and relationships (SRE) in all schools” (H.M Treasury 2003)

Being sexually healthy is one of the ‘Be Healthy’ outcomes of the Every Child Matters agenda and specific targets and indicators are;

- Under 18 conception rate
- Diagnostic rate of new episodes of STI’s among under 16s and 16-19s

Reduction of teenage pregnancy and sexually transmitted infections remains high on the government agenda and it is recognised that effective SRE education in both primary and secondary schools empowers children and young people to make informed choices.

www.everychildmatters.gov.uk/teenagepregnancy

The Sexual Offences Act 2003

The legal age of consent to have sex is still 16 both for heterosexual and homosexual sex. The aim of the law is to protect the rights and interests of young people, and make it easier to prosecute people who pressure or force others into having sex they don’t want

For the purpose of under 13 offences, whether the child consented to sexual activity is irrelevant. **A child under 13 does not; under any circumstances have the legal capacity to consent to any form of sexual activity.**

Description of School

The staff and governors of Harmonize Academy are committed to “promoting the spiritual, moral, cultural and physical development of our students and preparing them for the opportunities, responsibilities and experiences of adult life”
(Education Act, 1996: section 351).

Description of Policy Formation and dissemination process

This includes parents/carers, teachers, governors, schools sexual health advisor school nurse and members of the local community, perhaps somebody from a local church.

Aims and Objectives of Sex and Relationship Policy

The aim of the sex and relationships policy is to determine the content and manner in which the sex and relationship programme is taught in the academy.

Sex and Relationship Education contributes to the requirement of the 1988 Education Act that states that the school curriculum should *'promote the spiritual, moral and cultural, mental and physical developments of students at school, in society and prepares such students for the opportunities, responsibilities and experiences of adult life'*.

National Curriculum 2000 expects the curriculum to:

enable students to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. It should prepare students for the next steps in their education ...and equip them to make informal choices at the academy and throughout their lives...

The policy provides a framework for teachers to teach a programme of sex and relationships education and to enable them to support the pastoral and welfare needs of all students.

The policy will ensure that each child will develop understanding through accurate, non-biased information. This will enable them to make decisions about their own sexual health and to be sensitive and tolerant to the decisions and choices that people make.

Parents/carers play an important role in the sex and relationships education of their children and the school is committed to working in partnership with them.

The programme is developed according to the age, ability and maturity of the students and will provide a foundation for their future learning.

Morals and Values Framework

The teaching of sex and relationships recognises that there are a range of values and morals held within the school community. The aim of sex and relationships education in this academy is to promote the ability of students to make informed decisions and to enable them to determine their own values within a moral framework.

Therefore the programme reflects the school ethos and demonstrates and encourages the following values, following DCSF guidance (2000) all Sex and Relationships Education should promote the following

- Respect for oneself and other people.
- Taking responsibility for ones actions in all situations.
- Honesty and loyalty in relationships.
- The importance and responsibilities of the family unit for all members.
- Sensitivity to the needs and views of others.
- To recognise and accept the difference of others.

Objectives

- To provide students with accurate information through the use of engaging learning opportunities, relevant resources and interesting activities and visiting speakers from outside agencies.
- To encourage personal responsibility in all forms of behaviour
- To foster and encourage self esteem, and the ability to form and maintain positive relationships.
- To encourage respect and consideration for others
- To encourage responsibility for their family, friends, learning centre and wider community.

Content

The programme is based on the National Curriculum for Science, PSHE and Citizenship guidance and local guidelines from Healthy Schools. The Sex and Relationship programme will:

- Provide learning opportunities that are relevant and appropriate to the age, maturity, and ability of the student.
- Include the development of social skills.
- Encourage students to explore different values and attitudes.

Students will be taught about the importance of family life and mature loving relationships within the context of sexual health. They will be taught about avoiding sexually transmitted infections including HIV.

In years 9-11 students will be given the opportunity to discuss safe sex and contraception and the possible consequences of risk taking behaviour. *(See schemes of work and lesson plans for details of content.)*

The Organisation of SRE

The curriculum is developmental and is mostly taught as part of the PSHE programme. Some elements may be included in other subjects, for example, some of the sex and relationships programme form part of the National Curriculum for Science. SRE is also explored in religious education and through outside speakers and drama. Students that are identified as vulnerable are given extra support from pastoral staff and Life Skills programmes.

PSHE (Personal Wellbeing)

- Personal Identities
- Healthy Lifestyles
- Risk
- Relationships
- Diversity

Science (Biology)

- Puberty
- Production of sperm and eggs
- Male and female sex organs
- Hormones and fertilisation
- Development of embryo
- Genetics

Values and beliefs

As well as knowledge and information students will be encouraged to consider the importance of the following:

- respect and valuing themselves and others
- understanding and sensitivity towards the needs and views of others
- taking responsibility for their own actions regarding sexual behaviour
- recognising the emotional and moral implications of certain types of behaviour
- responsibility to their family, learning centre and wider community

Teaching Methods

- Teacher will ensure sensitive participation which will support the self – esteem of students. The work will start with establishing the students understanding
- Single gender groups may be used if appropriate. Teachers will be aware of using sensitive language i.e. “*parents or carer* “ instead of “*your mum*”
- Key staff will receive inset training from Schools Sexual Health Advisor annually or school nurse annually.

SPECIFIC ISSUES

Equal opportunities: See Equal Opportunities Policy

The Sex and Relationships programme is an entitlement of all students. Nobody will be excluded by the school because of race, religion or gender and disability. The programme will reflect and include values held by the variety of religious and racial communities with an emphasis on those held within the academy.

Most of the class will be held in mixed groups, although there will be opportunities for single gender work.

Students with special needs will be supported according to their stage of development, and learning difficulty but will not be excluded from sex and relationships education.

Resources

The range of books and videos will be available to view at parents’ workshops or by request to the PSHE co-ordinator. Other books will be made available to students in the library.

Resources should be checked against criteria. Criteria for selecting resources:

1. The resource should match the level of concept and language with the age and ability of students
2. There should be positive messages and images regarding racial and other minority groups
3. Resources avoid and/or challenge stereotypes
4. They should encourage debate rather than close down communication
5. Resources should not contain subtle messages that reinforce dogmatic viewpoints
6. Material should engage students and is a non judgemental approach
7. The teacher is comfortable and confident with the resource
8. The resource is accurate and up-to date
9. The resource links community and parents
10. The resource has a stimulating approach both visually and conceptually that is not patronising
11. The aims and purposes of the company or organisation behind the resource are consistent with those of PSHE and education within schools.
12. The authors or editors have credibility

Outcomes from using a quality resource will be:

- to provide opportunities to reflect and promote equal opportunities
- It will make students feel comfortable in using the resource
- it will offer a balanced approach to the work which is non- judgemental and acknowledges the variety of social and cultural backgrounds existing within the classroom
- it will promote positive self image therefore making the learning experience positive
- it will recognise the range of sexualities as different rather than normal and not normal

Secondary Liaison with primary school feeders to facilitate an effective spiral development curriculum

Cross Phase Links

As with other parts of the curriculum, there are procedures in place for the secondary school and the primary feeders to meet and continue the development process of Sex and Relationships Education across Key stages 2 and 3. Secondary school liaison with primary schools feeders can facilitate an effective spiral and development curriculum (where practical)

Procedures for reviewing the effectiveness of the programme

Sex and relationships Education is assessed formally when it is part of the National Curriculum in Science.

Teachers are required to keep evaluations of each lesson.

Child Sexual Abuse Procedures

Child Protection

Harmonize Academy has a child protection/safeguarding policy which is available on request.

Confidentiality

Although parents and students are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by the student. They may seek guidance from designated teachers without breaking confidence. Teachers must break confidence if it is an issue of child protection or safeguarding or if they think it is in the student's best interest to do so.

In seeking to support the welfare of students the school will usually inform parents. Occasionally this may be against the wishes of the student and/or may place the student at risk. On these rare occasions the academy may act, in the best interests of the student without informing parents, as advised by the Fraser guidelines. On these rare occasions social services will usually be contacted to act in loco- parentis.

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure

from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Answering children's questions

Students' questions will be answered as in every lesson, in an honest and sensitive manner appropriate to the age and maturity of the student and in keeping with religious and cultural background. Question boxes may be used in lessons to enable teachers to answer student's questions appropriately.

Procedures for the involvements of health professionals and visitors

Using visitors

In accordance with the Academy's policy, visitors will be invited into the Academy in order to supplement or complement the programme. For example a mother who is pregnant or has a baby may be invited in.

Outside agencies may be used to complement the curriculum. All materials used will be viewed prior to the visit and a member of staff will remain in the class with the speaker. All outside agencies will be made aware of the school's SRE policy.

Complaints procedure

Concerns

Any complaints should be taken to the class teacher. If the teacher cannot resolve the situation, then the Principal should be informed. There is a complaints procedure available.

Monitoring and Evaluation

A copy of the policy has been given to the LA Schools Sexual Health Advisor and the academy's governors. The policy will be updated every 3 years and monitored by PSHE co-ordinator.

Parents/Carers, children and young people have been consulted during the development and their views have been taken into consideration in the formation of this policy