



## DRET Sex and Relationships Education Policy

### Introduction

The aim of this Policy is to communicate the context and manner in which sex and relationships education (SRE) will be delivered across the David Ross Education Trust (the Trust).

Parents and carers have the right to withdraw their child from sex education if they so desire. In these circumstances, alternative arrangements for the student will be made. Such a withdrawal is not permitted from sex education which forms part of the National Curriculum (Section 405 Education Act 1996).

The overall aims are to support the personal, moral and social development of all pupils/students ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on the values of the mission statement.

These values are:

- Equality
- Rights
- Responsibilities
- Respect
- High standards
- Care

Policy			
Version	Date Approved by Trustees	Date Released to Academies	Next Review Date
V1.0	28 June 2016	1 September 2016	January 2018

## 1. Purpose

1.1 Sex and relationship education [SRE] is defined as 'Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and partnerships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

1.2 There should be a whole academy involvement and the whole curriculum should convey values and morality to support student learning. The SRE curriculum is in place:

- To provide knowledge about the processes of human maturation and reproduction.
- To provide opportunities for the students to consider the development and management of relationships in a responsible and healthy manner.
- To give consideration to the value of the family and the role it plays in developing and supporting relationships.
- To provide a breadth of understanding that empowers the students for when they face the pressures of our society.
- To provide opportunities to explore the emotional pressures felt by young people.
- To introduce the concepts of self-esteem and human dignity, promoting the benefits of non-exploitative and caring relationships.
- To provide knowledge of the law on Sexual Behaviour.

## 2. Procedure

2.1 Delivery of this policy is through:

- Planned aspects itemised within the schemes of work for (but not exclusively) RE, Science and PSHE programme. Personal, social and health education is the responsibility of all within the academy. It forms some part of the planned curriculum for every year group.
- Unplanned aspects which address moral and ethical issues arising in other subjects. Within this category, as long as any discussion takes place on the context of the subject, it will not be deemed to be a part of the academy's programme of sex education and therefore not subject to the right of parental withdrawal. They should however be highlighted to the students as supporting the sex education programme.
- Resources which are subject to scrutiny for their suitability for the age, stage, faith and cultural background. This is to be done by the persons responsible for the programme.

2.2 Teaching will be:

- By the variety of methods and approaches relevant to the materials and learning outcomes, at the relevant time and level to meet the pupils/students' individual needs.
- By trained and confident staff and representatives from outside agencies.
- Through a wide range of appropriate resources available to staff and open for inspection by parents and carers on request.
- Specialists.
- Specialists from the Health Service or similar will be encouraged to enhance the programme, but all materials being used will be discussed before delivery, with this policy in mind.
- Preparation and/or follow up from sessions delivered by outside agencies will be undertaken by the academy staff.

2.3 Confidentiality

- Staff are not in a position to promise confidentiality but they are not obliged to inform parents and carers if they suspect or have evidence of unlawful sexual activity or inappropriate sexual behaviours.
- Staff are directed to act in accordance with the Trust Child Protection Policy.

- Students will be advised in all instances to confide in their parents and carers and made aware that some disclosures must be reported in order to protect them. Any decision by a member of staff about informing parents and carers must be made in consultation with the Principal who will take advice if necessary.

***Staff who either know or suspect any form of abuse (sexual, physical, mental, substances etc.) MUST inform the Principal immediately.***

#### 2.4 Parental Partnership:

The sex education policy will be made available to parents and carers when their child enters the academy.

#### 2.5 Parents have the right to withdraw their child(ren) from all or part of the planned programme

Parents and carers wishing to exercise that right are asked to make an appointment with a member of staff to discuss the issues but are under no obligation to do so.

Once a pupil/student has been withdrawn from one aspect of the programme they may not take part in any further sessions without written parental approval.

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### 3. Resources

#### 3.1 Documents/Publications consulted:

- PSHE Guidance QCA
- Citizenship Guidance QCA
- Ofsted Guidance for Inspection – PSHE/Citizenship
- National Healthy Schools Standard – SRE requirements – Getting Started

3.2 The SE programme will be monitored and reviewed by the senior leadership team in consultation with relevant staff and governors responsible for the SRE. The programme should be reviewed annually and changes notified to the appropriate agencies.

### 4. Annex to SRE

4.1 The content of the sex education and relationships curriculum is underpinned by the following recurring themes:

- Love
- Knowledge of the human body
- Human growth and development
- Decision making
- Sexual identity
- Consequences and commitment
- Parenting/families/life cycle
- Beliefs and values
- Self esteem

- Safety and child protection
- Personal and social skills
- Health.

#### 4.2 Personal and social skills

- Learn to manage emotions and changes in relationships confidently and sensitively
- Develop self-respect and respect for others
- Develop a positive self-image
- Learn to make choices based on an understanding of differences and with an absence of prejudice
- Learn to manage conflict
- Learn to recognise and avoid exploitation and abuse
- Be aware of external influences and pressures and develop negotiating and assertiveness skills
- Learn to take responsibility for your own sexual health and that of others
- Take responsibility for the consequences of one's actions in relation to sexual activity, relationships and parenthood, personal health, well-being and safety
- To be able to discuss moral issues giving consideration to attitudes, values, beliefs and morality.

#### 4.3 Key Stage 3

- Fertilisation in humans
- Physical and emotional changes during adolescences
- The human reproductive system
- The menstrual cycle
- Development of the foetus in the uterus
- Growth and reproduction of bacteria/replication of viruses and how this can affect health.

#### 4.4 Key Stage 4

- Hormonal control including sex hormones
- Medical uses of hormones including the control and promotion of fertility
- Effects of drugs on the body
- Effects of alcohol on the body
- Genetics including the determination of gender
- Basic genetic engineering in relation to disease.

## **5. The religious education curriculum provides the following:**

#### 5.1 Key Stage 1

- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- Reflect on how spiritual and moral values relate to their own behaviour
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

#### 5.2 Key Stage 2

- Begin to understand religious and other responses to ultimate and ethical questions
- Reflect on what it means to belong to a faith community, communicating their own and others' responses
- Reflect on ideas of right and wrong and their own and others' responses to them
- Reflect on sources of inspiration in their own and others' lives.

### 5.3 Key Stage 3

- Respect of differences between people
- The role and importance of marriage in family relationships
- Social and moral dilemmas and choices.

### 5.4 Key Stage 4

- Sense of identity
- Marriage – contemporary and moral issues, marriage and care
- Multi-faith views on contraception, abortion
- Prejudice
- Reconciliation
- Responsible parenthood
- Contraception.

5.5 This policy does not form part of any employee's contract of employment. The Trust may alter or adapt this policy, and any components of it, at any time provided it notifies the Chair of the Local Governing Bodies.

5.6 The Director of Academic Studies will review this policy at least every year and assess its implementation and effectiveness.