



# **SEX AND RELATIONSHIP EDUCATION POLICY**

**Approved by Executive 27 May 2016**

**Review date: May 2017**

## **1. LOCAL AND NATIONAL GUIDANCE**

This policy has been written in consultation with the following guidance:

- PSHE association guidance 2016
- Sex and relationship guidance Ref: DfEE 0116/2000
- Sex and relationship education in schools briefing paper number 06103, 19 April 2016
- The National Curriculum in England framework document December 2014
- Equality Act 2010
- SRE policy guidance 2014
- SRE for the 21<sup>st</sup> Century (Brook, Sex Education Forum 2014)

## **2. SEX AND RELATIONSHIP EDUCATION IN A NATIONAL CONTEXT**

**2.2** SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

**2.3** The DfE 'Sex and Relationship Guidance' (2000) recommends that 'effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. Therefore, Macmillan Academy has a key role, in partnership with parents/carers in providing SRE.

## **3. PRINCIPLES AND VALUES**

**3.1** In addition Macmillan Academy believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

#### **4. SEX AND RELATIONSHIP EDUCATION IN THIS SCHOOL HAS THREE MAIN ELEMENTS**

##### Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

##### Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

##### Knowledge and Understanding

- 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.

## **5. AIMS**

**5.1** The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships.

## **6. ORGANISATION AND CONTENT OF SEX AND RELATIONSHIP EDUCATION**

**6.1** Students at Macmillan Academy access SRE through a range of sources:

- Tutorial programme
- Assembly programme
- National curriculum Science programme and within Religious Studies lessons
- Global perspectives external experts

**6.2** Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the pastoral year team.

## **7. INCLUSION**

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **8. RIGHT OF WITHDRAWAL OF STUDENTS FROM SEX AND RELATIONSHIP EDUCATION**

**8.1** Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with the appropriate Head of Year at the earliest opportunity. Parents are welcome to review any SRE resources the academy uses.

## **9. LIMITS OF CONFIDENTIALITY**

**9.1** Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Principal of any disclosure unless the Principal has specifically requested them to do so.

**9.2** In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.

- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

**9.3** In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

**9.4** Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Safeguarding policy.