



Sex and Relationship Education Policy

What Is Sex and Relationship Education?

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.

Principles and Values

- Every child should learn about how their body works, so that they are not frightened or surprised by signs of puberty.
- Every child should have a chance to ask questions about all aspects of sex, sexuality, gender and relationships within a safe and supportive environment.
- Everyone should be respected regardless of their relationship status, gender identity or sexual orientation.
- Love, respect and care should be promoted above all else; a parent can provide these regardless of their relationship status, sexual orientation or financial situation.
- Parents/carers have the right to educate their child as they see fit about sex, relationships and growing up. Schools provide a safety net, ensuring that no child is left behind regardless of their family situation and that every child can access professional support and advice when necessary.

There are three main principles of sex and relationship education in UK schools:

- Attitudes and values
 - Moral choices, dilemmas and decision making
 - Personal and shared values
 - Importance of stable and loving relationships, including but not limited to marriage
 - Child care
 - Challenging myths

- Personal and social skills
 - Managing emotions and relationships
 - Developing self-respect and empathy
 - Choices and consequences
 - Managing conflict
 - Avoiding inappropriate pressures or advances
 - Avoiding and challenging bullying (including HBT bullying) and offensive language

- Knowledge and understanding
 - Physical development
 - Human sexuality, reproduction, sexual health, emotions and relationships
 - Contraception and local sexual health services
 - Benefits of delaying sexual activity
 - Avoiding unplanned pregnancy

In addition to fulfilling our statutory requirements by delivering the above, we will consult with our young people before delivering SRE. We will ask them to rank SRE topics in order of importance and to say if they think a key topic has been omitted. We will spend most time on topics that are relevant to our own students.

For 2019-20, parents/carers will be asked for informed consent before their child receives SRE. They will either receive a copy of this policy or, if appropriate, a simplified version. There will be space on the consent form for parents/carers to log additional comments, concerns or questions. We will also consult parents/carers about whether SRE should be taught in single- or mixed-gender groups and deliver our provision accordingly.

Parents will also be informed that from September 2020, the Children and Social Services Act comes into force. This will mean New Level Academy is obliged to teach their children about reproduction (in science lessons) and relationships. Parents will be invited to opt out of topics explicitly related to sex, such as contraception. Two new SRE Consent Letters have been produced: one dated September 2019 (informing of the forthcoming changes) and one dated September 2020 (incorporating the changes).

Aims of SRE at New Level Academy

Students should:

- Develop emotional literacy, becoming able to reflect on how they feel and manage strong emotions
- Respect personal choices around sexual activity
- Respect themselves and others and fully accept that everyone has a right to say 'no' to any sexual activity in any relationship situation
- Understand healthy relationships and be able to manage, avoid or leave troubled relationships
- Understand the reasons for delaying sexual activity and the need for protected sex
- Know the symptoms of STIs and where to go for treatment or advice
- Understand the connections between risky sexual behaviour and other important choices such as alcohol/drug use and online safety
- Avoid and challenge the use of sexist, homophobic, transphobic or otherwise inappropriate language
- Know how the law applies to sexual relationships

Delivery

Most of SRE will be delivered during PSHE lessons at New Level Academy. Each class will have two 45-minute lessons a week, led by qualified teachers and Learning Mentors. All adults involved will have passed an advanced Disclosure and Barring Service (DBS) check, confirming their suitability to work with children and young people.

Lessons on human reproduction will be delivered as part of the Science curriculum. Again, these lessons will be led by qualified teachers and learning mentors who have undergone DBS checks.

The Lead Teacher will take a lead role in planning and delivering SRE, assisted, if necessary, by other teaching staff, especially any Citizenship/PSHE specialists.

Inclusion

Ethnic and Cultural Groups

Our SRE delivery should be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular topics in mixed-gender groups. We will accommodate cultural needs where it is legal and practical to do so.

Students with Special Needs

We will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual and Gender Identity and Orientation

We aim to:

- deal sensitively and honestly with issues of sexual identity and gender orientation
- answer appropriate questions
- offer support.

Young people, whatever their developing sexuality or gender identity, need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Sex and Relationship Education

The Children and Social Services Act 2017 will come into force in September 2020 which, as described earlier in this document, means the right of withdrawal will be partially withdrawn from September 2020. Until then, parents may withdraw their children from all or part of the SRE curriculum except the content delivered in Science lessons.

Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any SRE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents/carers or the Head of Centre of any disclosure unless the Head of Centre has specifically requested them to do so.

If a teacher learns from a person under 16 that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to a parent/carer and if necessary to seek medical advice
- child protection issues will be considered, and referred if necessary to the Safeguarding Lead
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice.

Teachers will tell young people whether they need to break confidentiality for child protection reasons.

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 confidentiality policy.

Monitoring and Evaluation of Sex and Relationship Education

Teachers, learning mentors and the Head of Centre will complete an annual review of the PSHE Curriculum in response to feedback from parents/carers, students, inspectors, the local authority and any relevant professionals or experts who offer advice.

Teachers and learning mentors will complete all statutory training in topics relevant to PSHE such as safeguarding, equality and diversity. In addition, they should request clarification or training if they feel unsure about delivering any part of the curriculum.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Sex and Relationship Education policy, and on support and staff development, training and delivery.

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