



Trinity Multi Academy Trust

Policy:	Sex and Relationships Education Policy
Date of review:	November 2018
Date of next review:	May 2019
Lead professional:	Curriculum Leader Humanities or equivalent
Status:	Statutory

1. Purpose of policy and guiding principles

- 1.1. The trust believes that Sex and Relationships Education is the lifelong learning about moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.
- 1.2. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Our inclusive sex and relationships education fosters good relations between students, tackle all types of prejudice – including homophobia – and promotes understanding and respect.
- 1.3. Sex and Relationships Education is delivered within the aims and philosophy of the trust and the agreed framework for the overall pastoral care of students.

2. Links with other policies or legislation

- 2.1. The content of Sex Education delivered within the trust corresponds with National Curriculum Council, Health Education Guidance, and is in line with the DfE Guidance on Sex and Relationships Education (March 2000), Circular 5/94 relating to the Education Act 1996: Sex Education in Schools and the National Curriculum Science documents.
- 2.2. The religious, moral and social aspects are identified in the Schemes of Work and in accordance with the GCSE Religious Studies Syllabus and Calderdale/Wakefield LEA Religious Studies Syllabus. Other aspects are delivered within Science, PE, Health and Social Care and in the Pastoral Curriculum (delivered during vertical tutoring, or equivalent).

3. Aims and Objectives of Sexual Health and Relationships Education

- 3.1. Aim: To develop a healthy lifestyle and keep themselves and others safe. The objective of this aim is to understand:
 - the physical and emotional changes that take place at puberty
 - how to keep healthy, and what influences there are on health
 - that positive relationships and balancing work and leisure affects mental health
 - human reproduction, contraception, sexually transmitted infections, HIV, and high-risk behaviours
 - what is a risk, and how to make safer choices through relevant information
 - some ways of resisting pressure that threatens their own safety
 - the health risks associated with early sexual activity and pregnancy and about safer practices
 - how different forms of contraception work and where to seek advice in order to inform future choices
 - to seek professional advice confidently and find information related to health.
- 3.2. Aim: To develop effective and fulfilling relationships and learn to respect differences. The objective of this aim is to understand or develop:
 - the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
 - the role and feelings of parents and carers and the value of family life
 - the value of negotiation within relationships and that personal action have consequences and may involve compromise
 - communication skills with peers and adults
 - the diversity of different ethnic groups, the power of prejudice and to be aware of exploitation in relationships.
- 3.3. Aim: To develop self-esteem, confidence, independence and responsibility; and make the most of their abilities. The objective of this aim is to be able to:

- recognise and manage influences, pressures and sources of help
- consider long and short term consequences when making decisions about personal health
- use assertiveness skills to counter unhelpful pressure.

4. Delivery and continuity

- 4.1. All topics delivered form part of a carefully planned programme and there is progression and continuity from Year 7 onwards.
- 4.2. A team of staff who have all received appropriate training delivers all work on Sex and Relationships Education through a series of well-resourced lessons and as a specific part of the Science and Humanities curriculum.
- 4.3. The teaching of the importance of healthy and caring relationship is delivered to all students within a series of pastoral assemblies and during vertical tutoring periods (or equivalent). It is also taught as a distinct part of the Science and Humanities curriculum in all year groups.
- 4.4. Teachers will try to build on knowledge students have obtained from Key Stages One and Two in partner primary schools. The trust will attempt to maintain an up to date knowledge of the Sex Education programmes delivered in partner primary schools through close transition links.

5. Values and framework

- 5.1. All sessions on Sex and Relationships Education are delivered within a framework which clearly outlines what is appropriate behaviour for these sessions based on good communication and interpersonal skills within a broader base of self-esteem and respect. The delivery aims to be supportive, inclusive of all students' needs, honest and open whilst demonstrating respect for staff and others.
- 5.2. The aim is to provide an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of, and responsible for, their own body and actions.
- Balanced factual information will be given within a framework in which students can examine their own attitudes and have opportunities to consider other views.
 - Materials, information and teaching strategies used will be selected to be appropriate for the students' age, intellectual development and maturity.
 - Teachers will assume that they may be covering areas that some parents will already have covered with their children; therefore attitudes may have been formed and should be respected.
 - It is recognised that it is important for the moral dimensions of sexual relationships to be considered responsibly, taking account of religious principles and parental guidance.
 - The content will be presented to students in such a way so as to encourage them to have due regard for moral considerations and the value of family life.
 - All work delivered will be sensitive to the needs of all students and will take account of gender, religions and sexual orientation.
 - Some work will be delivered in single sex groups.
 - Students will be consulted in terms of content and their preferred method of grouping for delivery of these sessions.
- 5.3. The materials in use will be reviewed regularly by the Curriculum Leaders for science and humanities or equivalent. The students will play a full and active part in the reviewing their effectiveness.

6. Information to Parents

- 6.1. Information on the content of the programme can be gained by contacting the Curriculum Leader of Science and Humanities (or equivalent)
- Sex & Relationships policy

6.2. Parents do have the right to withdraw their children from sex and relationships education lessons. Requests for withdrawal from lessons should be addressed to the Principal who will make suitable arrangements within 21 days. Please be aware that a parent's choice to withdraw a child from sex and relationship education does not affect the child's right to use confidential health services provided at the school or elsewhere.

7. Support for staff and students

7.1. The following measures are in place to support students and staff in relation to sex and relationship education:

- The Science and Humanities Curriculum Leaders / Deputy Curriculum Leaders (or equivalent) will attend training and meetings as appropriate, to ensure that each school within the trust is kept informed and up-to-date.
- Teachers responsible for delivering Sex and Relationships Education should feel confident and will be given appropriate support and training, if required.
- Experts who are not teachers may be involved in Sex and Relationships Education. This will only take place after consultation with the Science and Humanities Curriculum Leader / Deputy Curriculum Leader (or equivalent) and their involvement will be in accordance with this policy. The input by any outside agency may be observed, or supported, by academy professionals.
- Priority will be given to staff new to the teaching of Sex and Relationships Education when training opportunities are available.
- Guidelines based on DfE guidance 0116/2000 are available for all teachers of Sex and Relationships Education (via Department of Education website). Staff are reminded of these guidelines and the need to develop appropriate teaching strategies.
- Staff are also reminded of their responsibilities towards Child Protection and how effective Sex and Relationships Education can bring an understanding of acceptable behaviour, which can lead to a disclosure of a child protection issue.
- No member of staff will be instructed against their wishes to deliver Sex and Relationships Education.
- Provision for students to discuss issues or concerns, on an individual basis is made available through the school pastoral team. The student will be met by the pastoral team and could be signposted to another support team within the school.
- The trust's student support programme gives each student access to a College Manager or House Manager (or equivalent) who can refer students to the appropriate, clearly identified staff within the academy, as and when necessary, to provide or arrange additional support or guidance. These staff will follow trust procedure in cases where students are thought to be at risk.

8. Organisational aspects of the Sex and Relationships Education programme

8.1. Students groupings: Topics will normally be delivered in mixed gender and mixed ability groups. Occasionally single gender groups may be organised at the discretion of the staff delivering the programme in consultation with the Curriculum Leader / Deputy Curriculum Leader and any outside agencies involved in the topic.

9. Health Professionals

9.1. The involvement of health professionals is encouraged within the Sex and Relationships Education Programme, to support the work of the teaching staff and to present a community view on the various topics.

9.2. Aspects and approaches to the delivery of Sex and Relationships Education by Health professionals will be in line with the each academy's SRE Curriculum Plan. Health professionals will, therefore, only be involved in the programme after discussion with one or more of those responsible for the programme within a particular academy and the agreement of the academy's senior leadership group (SLG).

10. Parental Requests

- 10.1. Parental requests to view materials will be met within 21 days. Parents will be invited to the academy at a mutually convenient time in order to look at materials used. Where copies of materials used are requested the Principal must be assured that these are not for reproduction or use elsewhere and may charge at the current rate for each sheet copied. Additional time must also be added to allow the clerical staff to produce copies and post them. This may be up to one working week. The handling of requests will be dealt with in line with the Freedom of Information Act.
- 10.2. Parental requests for their child/ren to be withdrawn from sessions on Sex and Relationships Education will result in a discussion between the academy (usually a Vice Principal and the Science and/or Humanities Curriculum Leader (or equivalent) and the parent. If removal from certain or all sessions is decided then the child/ren will work in the Library or another agreed quiet space for the agreed sessions and will be set an equal amount of work to that being covered in the sessions plus homework.

11. Monitoring and Evaluation of the Sex and Relationships Education Policy

- 11.1. This will take place through:
- end of topic review of the materials and delivery by students and staff
 - regular meetings of those involved in the delivery of the programme
 - meetings between those responsible for planning and organising and the relevant member of the senior management team
 - annual review of the policy on Sex and Relationships Education
 - meetings between the Curriculum Leader of Science and Humanities and their Improvement Partner as necessary to discuss changing DoFE Guidelines, Legislation, Student Needs, Academy Needs as perceived by the academy or the Governors
 - reports will be made as required to the Staff/Student/Governors.

12. Roles and responsibilities

- 12.1. The planning and organisation of the Sex and Relationships Education programme is the responsibility of the Humanities Curriculum Leader (or equivalent). Liaison needs to be maintained with other Curriculum Leaders and with the senior member of staff in each school responsible for the Curriculum.