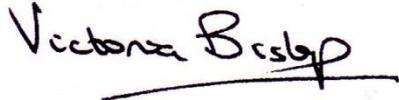




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Title	Sex and Relationships Education Policy
Reviewed	February 17
Next Review	February 19
Associated Policies	Child Protection Policy
Originator	Karen Blackett
Approved	



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1. Introduction

At Sir Christopher Hatton Academy we recognise the importance of sexuality and relationships in all our lives and the entitlement of young people to receive effective guidance, learning and support in this aspect of social and personal development. We consider that sex education at the academy should be complementary to and supportive of the role of parents and carers in educating their children about sexuality and relationships. Moreover it will be integrated into the curriculum fully and not isolated, taken out of context or over emphasised in any way.

Under the Education Act 2002 (Academies Act 2010) all schools must produce a balanced and broadly based curriculum which promotes spiritual, moral, cultural and physical development of pupils of the school and of society and prepares pupils at the school for the opportunities and experiences of later life. This will reflect fundamental British values.

2. Understanding

Sex and relationships education should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills and increase their knowledge and understanding to make informed decisions and life choices.

Sex and relationship education is taught gradually so that learning can be built up year by year in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enable them to successfully manage the challenges they face as they grow up.

Sex and relationship education makes an essential and significant contribution to safeguarding children and young people during their school age years and into the future.



Sex and relationship education should enable young people to develop skills and confidence to access professional advice and appropriate health services.

Sex and relationship education is available to all pupils including those with special educational needs.

Parents and carers have the right to withdraw their children from sex and relationships education taught outside the national curriculum but if they choose this option they have a responsibility to provide alternative sex and relationship education. We have a standard letter which informs parents when sex and relationships education is being taught which gives them the choice to withdraw their child. The only exception to this is the biological aspects of human growth and reproduction that are elements of the national curriculum in Science.

Faith and cultural beliefs have an important role in shaping children and young people's views about sex and relationships. Awareness of the local community will help schools identify local cultures and issues.

3. Inclusion

The Academy is sensitive to the fact that students are from a wide variety of cultures. However it must ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced marriage, female genital mutilation (FGM) and Child Sexual Exploitation. It should also cover the concept of legislation relating to equality. It is important that SRE caters for all students and is respectful of how students choose to identify themselves, understanding that depending on their age and maturity their sexual orientation and gender identity may be 'emerging'.

We intend the policy to be sensitive to the needs of different ethnic groups whilst upholding British values.

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

4. Confidentiality

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents.



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 seek medical advice
- Child protection issues will be considered and referred to the DSP under Academy procedures
- The young person will be properly counselled about contraception
- Health professionals are bound by their codes of conduct in a one to one situation, in a classroom situation they must follow the school's confidentiality policy.

Refer to the Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, September 2016.

http://www.hattonacademiestrust.org.uk/wp-content/uploads/2016/09/Keeping_children_safe_in_education.pdf

5. Sex and Relationships Education – Assessed and evaluated

Assessment should be made against clear learning outcomes.

In sex and relationships education assessment must measure progress in knowledge and understanding, skills and attitudinal development. The three key processes are:

- Critical reflection
- Decision making and managing risk
- Developing relationships and working with others

Children and young people will be informed of where to gain support or help should they wish to raise any questions in private via access to the school nurse or support system.

6. Role of the Board of Directors

Child protection procedures will be in place should a child need to disclose and make referrals. Should there be a safeguarding issue staff must be made aware of procedures in place within the academy and refer to the Designated Senior Person.

Information Sharing; Guidance for practitioners and managers – support materials



7. Three main elements

7.1 Values and attitudes

There are clear values that underpin Sex and Relationships Education:

- Mutual respect
- Value of family life, marriage and of loving and stable relationships in bringing up children
- Rights and responsibilities for self and others
- Commitment to safety and well being
- Gender equality
- Acceptance of diversity
- Violence and coercion in relationships are unacceptable

The values in sex and relationships education are consistent with the values underpinning the PSHE curriculum (as per National Curriculum Guidance and Guidance and SRE guidance 2000) which aims to enable all children and young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society and which promotes the spiritual, moral, cultural, mental and physical development of learners
- Awareness and understanding of fundamental British Values.

7.2 Knowledge and understanding:

Sex and relationships education should increase pupil's knowledge and understanding of appropriate stages by:

- Understanding the arguments for delaying sexual activity.
- Learning and understanding emotional and physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning how to resist unwelcome pressures to be sexually active
- Learning how to avoid unplanned pregnancy and STIs including learning about contraception and infection avoidance (including HIV)
- Learning about pregnancy and the choices available
- Learning about the range of local and national health advice, contraception and support services available
- Understanding the legal aspects of sexual behaviour
- Learning about the links between sexual health and alcohol



- Understanding the positive benefits of loving, rewarding and responsible relationships
- Learning about the impact of coercion and violence and understanding that consent is critical

7.3 Personal and social skills

It is important that children and young people develop personal and social skills to make informed decisions and life chances including:

- Learning to identify their own emotions and those of others
- Managing emotions and relationships confidently and sensitively
- Developing self respect and empathy for others
- Communicating openly and respectfully about sex and relationships
- Learning how to identify risk
- Coping with peer pressure
- Asking for help and accessing advice and services

8. Planning and teaching

We have a lead teacher with responsibility for co-ordinating sex and relationships education.

The sex education is delivered by school nurses and teachers as part of our Lifeskills programme and is set within a framework for PSHE.

Science National Curriculum Statutory Requirements are met.

There will be input from directors of year during assembly, visitors to the academy and the school nurse.

Teaching materials and resources are regularly reviewed by the lead teacher.

Sex and relationships education is presented to children as factually accurate, evidence based and age appropriate. It should be sensitive to faith and cultural perspectives, promote equality (including reference to heterosexual, same sex marriage and civil partnership), inclusion and acceptance of diversity: promote strong and stable relationships and provide children with a clear sense of rights and responsibilities.

PSHE is our main resource for the teaching of sex and relationships education but it is not exclusive. It provides the context for focussing on the less biological aspects of sex and relationships education, such as how to develop and maintain effective relationships of all types and learn ways of keeping safe and healthy.



There are cross curricular links eg English, drama, religious education, history and citizenship. Cross curricular links can enhance and reinforce learning.

We have a duty to ensure that children with special educational needs are properly included in sex and relationships education and should help all pupils understand their learning or physical and emotional difficulties.

It is important to have a whole school approach to sex and relationships education.

We must ensure that the issue of sexist, sexual and transphobic bullying is addressed according to Academy policies and procedures (refer to anti bullying policy)

E Safety

- As part of SRE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical well being and safety and their personal reputation. It is important to explore the risks, the law as it relates to sharing and down loading of images and information and safe ways of sharing personal information, social networking, on line dating and sharing images.

9. Requirements

- Content included in statutory programmes of study for science. Non statutory framework for PSHE and Citizenship, non statutory programme of study for personal well being.
- Must have regard to SRE Guidance 2000

Education Act 1996 – the Board of Directors ensure that sex and relationships education policy is up to date and fit for purpose.

10. Aims of sex education

1. Facilitate communication on sexual matters – provide an acceptable vocabulary for discussing sex
2. Combat ignorance and increase understanding – provide full, honest information about the physical, emotional and social aspects of human sexual development from conception to old age
3. To promote the ability to make informed decisions – help young people develop the ability to determine their own values within a moral framework



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and make decisions about their behaviour which will be beneficial to themselves and partner

4. To promote responsible behaviour – increase individuality responsibility for sexual behaviour ie not passing on sexually transmitted diseases, initiating unwanted pregnancies nor forcing unwanted sexual activity on other people
5. Combat exploitation – promote an awareness of the misuse of sex to protect themselves from exploitation. to avoid being exploited or exploiting others
6. To know how the law applies to sexual relationships.
7. SRE must be sensitive to the different needs of individual students and may need to evolve and adapt over time as the pupil population changes.

11. Refer to:

Sex and relationships Education Guidance DfES 0116/2009

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Briefing Paper 06/03 16th December 2016 SRE in Schools

<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>

Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>