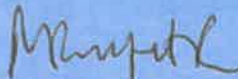



SEX AND RELATIONSHIPS POLICY

This policy was approved by the Local Governing Body on:	Jan 2018
The policy owner is:	Acle Academy
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	Autumn 2018
Policy Version/date:	December 2017
Signed by the Chair of the Local Governing Body:	
Ratified by the Board of Trustees	January 2018
Signed by the Chair of Trustee Board	

Sex and Relationships Education (SRE) aims to inform children and young people about relationships, emotions, sex, sexuality and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being.

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional, mental, social and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

It is widely accepted that children have the right to SRE, partly because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies, STIs and HIV/AIDS.

SRE is:

Embedded in the Ethics and Life Skills curriculum and delivered by a specialist teacher. It also contributes to the science and ICT curriculum.

Who was consulted?

Staff, students, parents, governors

Relationship to other policies

The SRE policy can also be linked to other policies. e.g:

- Safeguarding and Child Protection Policy
- Drugs and Substance Misuse Education Policy
- Teaching and Learning Policy
- Equalities Policy

Equalities and Disability Discrimination Act

Acle Academy provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the ethos of the school reflects diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity. (See Equalities Policy).

Student Outcomes for the Years 2018 - 2021

- Our young people will be more able to make responsible decisions about their lives and relationships.
- They will understand how to keep themselves safe and what constitutes a healthy relationship.
- They will be aware of the implications of e-technology; the risks and associated harm, i.e. texting, Child Sexual Exploitation.

Core principles

Acle Academy aims to provide young people with:

- relationship skills that prepare them for the challenges of the teenage years and adult life
- opportunities to explore their own values and develop their own moral framework

- opportunities to understand and accept difference and diversity
- an understanding of their own bodies
- an awareness of the rights they have over their own body
- the ability to know where to seek help and advice within and outside school
- high self-esteem, self-awareness and emotional health
- the skills to be assertive
- good communication skills
- the skills to make positive informed choices (that reduce risk)
- the ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- the ability to take responsibility for and accept the consequences of their own actions
- the knowledge to reduce the risks to their own and the health of others
- the ability to understand the risks to health and well-being associated with teenage conception

Acle Academy teaches SRE within the following moral and values framework engendering:

- self-respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexual orientation/gender identity
- an awareness of the way others feel
- mutual support and co-operation
- honesty and openness
- the acceptance of the responsibility for and the consequences of personal actions
- the right of people to hold their own views within the boundaries of respect for the rights of others
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about sex and relationship issues

Legal responsibilities

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science order
- Parents/Carers have the right to withdraw their children from SRE lessons if they wish to do so. Please consult the Head of School if this is the case.
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs.

Further recommendations:

The Secretary of State for Education's 2000 guidance suggests that schools should set sex and relationships education within a broader base of self-esteem and responsibility for the consequences of one's actions.

How we will support students withdrawn from the programme

Alternative, appropriate provision will be made for students should their parents/carers choose to withdraw them from the non-statutory SRE curriculum.

How will the SRE programme be monitored and evaluated?

Evaluation of the SRE programme outside the science order is conducted using a variety of activities which have been built into the programme:

- Student self-assessment completed at beginning and end of topic
- Teacher assessment of students' progress
- Lesson observations
- Department review

CPD: Local training opportunities are occasionally offered by the Healthy Schools Team or Integrated Contraception and Sexual Health Team (iCaSH).

1. The Importance of Sex and Relationships Education in Secondary Schools

What do young people know?

Children and young people are bombarded with sexualised images and content via all aspects of the media, from a variety of sources, from a very early age. The messages received from these sources can often be unhealthy, inaccurate, stereotyped and trigger prejudice. Some young people may feel that talking about sex related topics is taboo, leaving them with nowhere to process this information and feeling confused. A sensitively taught SRE programme in the secondary school can provide an opportunity for young people to discuss sex and relationship topics in a safe environment, at an age appropriate level and at a time when they will be developing their own attitudes, values and opinions. Hopefully, the programme will complement any parental education and support those young people where none of the issues around sex and relationship have been discussed in the home.

It's not just about sex

Effective SRE is embedded in the PSHE education curriculum and not only focuses on sexual facts, but also on the development of other important personal and social skills including, assertiveness, effective communication, decision making, and self-awareness. During key stages 3 & 4 young people are becoming increasingly aware of their own sexuality and that of those around them. It is important therefore, to provide opportunities for these young people to explore and develop those attitudes, values and opinions which will subsequently help in the development of their personal moral framework.

Be Safe

Young people who feel good about themselves and are knowledgeable and confident about their own bodies are more likely to act responsibly in their sexual behaviour and to have fulfilling relationships. Research shows that effective SRE, starting in primary school, positively delays sexual activity and does not encourage experimentation. Equipping young people with the skills to access information, support and advice on sexual health allows them to be autonomous in their relationships and hopefully removes the peer and media influences from their decision making processes.

What is good quality secondary SRE aiming to do?

Effective secondary SRE aims to enable young people to develop confidence in talking, listening and thinking about relationships. It aids further development of emotional health and self-

esteem and provides young people with an understanding of their own bodies and sexuality. It challenges prejudice and stereotyping and guides young people towards the acceptance of diversity. SRE enables young people to protect themselves and seek help and support. Good practice SRE builds on previous knowledge and understanding and provides a progressive curriculum based on the needs of the individual.

An Outline of the Three Core Themes at Key Stage 3 & 4

The PSHE education Programme of Study is based on three overlapping and linked 'core themes' (Health and wellbeing, Relationships and Living in the Wider World). Within these core themes there is broad overlap and flexibility, particularly in relation to the delivery of high quality SRE. Although core themes one and two are most pertinent to SRE, knowledge, understanding, language, skills and strategies developed across all three core themes are taught in accordance with students' prior learning and readiness within the SRE programme.

Students will be taught:

Core Theme 1: Health and wellbeing

- How to maintain physical, mental and emotional health and wellbeing including sexual health.*
- About parenthood and the consequences of teenage pregnancy.
- How to assess and manage risks to health and to stay, and keep others, safe.
- How to identify and access help, advice and support.
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health.
- The role and influence of the media on lifestyle.

** Sexual health is included within this core theme; however sexual health will also be considered within the context of healthy relationships.*

Core Theme 2: Relationships

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
- How to recognise and manage emotions within a range of relationships.
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.
- About the concept of consent in a variety of contexts (including in sexual relationships.)
- About managing loss including bereavement, separation and divorce.
- To respect equality and be a productive member of a diverse community.
- How to identify and access appropriate advice and support.

Additional information regarding the content of the PSHE Association SRE curriculum can be found in Appendix A

What is Effective Secondary SRE?

Effective Secondary SRE:

- Is provided early – before feelings of sexual attraction and before young people develop sexual relationships
- Empowers young people regardless of sexuality, social circumstances, language, gender, ethnicity, faith, ability or disability
- Offers a positive and open view of sex and sexuality and supports self-acceptance
- Never offers one viewpoint as the right one and gives young people the opportunity to explore their own and the opinions of others
- Is both a mainstream entitlement and is targeted at young people who may be particularly vulnerable to poor sexual health such as those in care
- Meets 'specific' local needs and trends
- Ensures that when SRE is delivered students and teachers know;

What they are doing

Why they are doing it

How they are going to do it

How they will know if they have achieved their aims

- Reinforces positive values – such as respect for self and others
- Focuses on risk reduction (pro-choice / not restricted choice)
- Ensures that young people develop a critical awareness of the messages about sex and relationships
- Uses active learning methods and participatory techniques

Active Learning Methods and Participatory Techniques Used in Effective SRE

Discussion

Graffiti Walls

Picture Prompts

Games

Continuums

Case studies

Film

Music Prompts

Interviews

Prioritising Exercises

Role Play

Poster Making

Quizzes

Agreement Spectrums

Theatre in Schools

How we will support students thought to be 'at risk'

Students thought to be at risk, or vulnerable in relation to particular topics, will be informed prior to the lesson of the content being covered. Parents will also be made aware when necessary.

Relevant documents

Producing your school's SRE policy -PSHE Association 2013

Sex and Relationships Education for the 21st Century Supplementary advice to the SRE Education Guidance DfEE (0016/2000) 2014 Brook

Appendix A

Key Stage 3

Core theme 1: Health and well-being

At KS3 Students should have the opportunity to learn:

- to recognise their personal strengths and how this affects their self-confidence and self-esteem
- to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- to be able to accept helpful feedback or reject unhelpful criticism
- to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- the importance of taking increased responsibility for their own personal hygiene
- that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- about contraception, including the condom and pill (see also *Relationships*)
- how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- about how to access local health services

Core theme 2: Relationships

At KS3 Students should have the opportunity to learn:

- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise
- to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- to explore the range of positive qualities people bring to relationships
- that relationships can cause strong feelings and emotions (including sexual attraction)
- the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
- that the media portrayal of relationships may not reflect real life

- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.
- the roles and responsibilities of parents, carers and children in families
- how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
- to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- to understand what expectations might be of having a girl/boyfriend
- to consider different levels of intimacy and their consequences
- to acknowledge the right not to have intimate relationships until ready
- about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
- that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
- to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in contraceptive use
- about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)
- about the difference between sex, gender identity and sexual orientation
- to recognise that there is diversity in sexual attraction and developing sexuality
- the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.
- about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so
- to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- the support services available should they feel or believe others feel they are being abused and how to access them
- to recognise peer pressure and have strategies to manage it

Key Stage 4

Core theme 1: Health and well-being

Building on KS3, students at KS4 should have the opportunity to learn:

- to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
- where and how to obtain health information, advice and support (including sexual health services)
- to take increased responsibility for monitoring their own health (including testicular and breast self-examination)
- how lifestyle choices affect a foetus
- about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
- about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)
- the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle

Core theme 2: Relationships

Building on KS3, students at KS4 should have the opportunity to learn:

- strategies to manage strong emotions and feelings
- the characteristics and benefits of positive, strong, supportive, equal relationships
- that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
- to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- managing changes in personal relationships including the ending of relationships
- to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond
- about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- about impact of domestic abuse (including sources of help and support)
- the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

- about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- how to access such organisations and other sources of information, advice and support
- about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- to recognise when others are using manipulation, persuasion or coercion and how to respond
- to understand the pernicious influence of gender double standards and victim-blaming
- to recognise the impact of drugs and alcohol on choices and sexual behaviour
- to manage unwanted attention in a variety of contexts (including harassment and stalking)
- to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- to assess readiness for sex
- about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3
- to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- the reasons why parents choose to adopt/foster or to place children for adoption/fostering
- about abortion, including the current legal position and the range of beliefs and opinions about it
- the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
- about the options open to people who are not able to conceive
- the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

December 2017