

Dixons Allerton Academy

Policy Documentation

Sex & Relationships (SRE Policy)

OUR VISION

To ensure all members of the academy are able to make informed and sensible decisions with regards to sex and relationships.

Responsibility for Review : Marcus Philpott – Assistant Principal



Diversity • Aspiration • Achievement

1. Statement of Intent

Dixons Allerton Academy is committed to ensuring that all our students receive the appropriate provision to improve their knowledge and understanding of sex and relationships. Young people face complex pressures and dilemmas in developing mature relationships and need to face such tasks confident in their factual knowledge, as well as being given the opportunity to discuss and shape their feelings and attitudes.

2. Aim and Purpose

Learning about sexuality and relationships is a lifelong process and Dixons Allerton Academy recognises that parents/carers are the key figures in helping their children to cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity bring.

The Academy offers units of Sex and Relationship Education (SRE), as an integral part of a broad and balanced Personal, Social, and Health Education (PSHE), programme and within the Science National Curriculum. SRE is delivered in a balanced and sensitive manner, within a moral and caring framework. This is intended to complement and support the role of parents.

The programme will help students develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and Academy life in helping students deal with difficult moral and social questions. SRE is designed to enable our students to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The sex and relationships education programme at Dixons Allerton Academy aims to enable students to;

- Understand the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- Understand the biological facts related to human growth and development including reproduction and contraception.
- Recognise misleading myth and folklore.
- Accept that change is part of the life cycle and be able to adjust to these changes.
- Recognise the value of loving and caring relationships.
- Understand the value of family life, the implications of parenthood and the needs of the very young.
- Understand and respect the varied cultural and religious influences on individual sexuality.
- Develop a range of personal skills and qualities, e.g. self-esteem, communication, negotiation, listening skills, empathy, assertiveness which will help students to have fulfilling personal and sexual relationships.
- Challenge sexism and prejudice in society and promote equality of opportunity.
- Be aware of sources of help and advice available within the family, Academy and community, and acquire the skills and confidence to use them.

- Accept their sexuality in a positive way and enjoy relationships based on mutual respect and responsibility, free from any abuse.
- Have the knowledge to protect themselves from STI's or unwanted pregnancy.
- Have a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking, alcohol and access to pornography
- Understand how the law applies to sexual relationships.
- Value their body and behave within a moral framework.

With these ideas in mind we have developed a programme which is designed to provide information and guidance sufficient to allow our students to develop in confidence, safeguard their health and welfare and make informed decisions about their own actions.

3. Moral Values Framework

Sex and Relationship Education is required to be taught within a moral framework. Students will learn about moral values through all aspects of Academy life and all curriculum areas, not exclusively sex and relationship education. The moral and values framework for the delivery of Sex and Relationship Education therefore promotes the Academy's aim to not only firmly oppose racism and sexism, but enable all students to mature into a tolerant, respectful, responsible, well-informed adult.

The Sex and Relationship Education Guidance (DFES 116/2000), defines sex and relationship education as:

'... the lifelong learning about physical, 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.

4. Curriculum Coverage

Sex and Relationship Education will form an integral part of the student's PSHE and Science programmes of study. PSHE will be scheduled in Learning Family Time as well as being delivered through RS and assemblies which will provide a forum for delivering aspects of the curriculum, as appropriate. The programme of study for each year group will be co-ordinated and supported by the Principal, Senior Leadership Team and all staff delivering the programme. Support from external agencies, such as Brooke, ACAPS, Inreach and the Bradford Health Team will be used to reinforce the key messages of the sex and relationships curriculum.

The Ur Choice nationally recognised SRE programme is delivered to students in Years 9 and 10 by trained DAA staff, health professionals and trained Post-16 peer educators.

Students also have access to the on-site Tic Tac Health Service.

Curriculum content involves: Key Stage 3

Body Knowledge

- Know in broad outline the biological and social facts which influence sexual behaviour and their consequences.
- Know about planning a family.
- Understand that parenthood is a matter of choice.
- Understand that organisms (including HIV) can be transmitted in many ways, in some cases sexually.

Human Growth and Development

- Understand differences in maturation and have a positive self-image.
- Understand the emotional changes which take place during puberty.
- Have a knowledge of child development.
- Have a knowledge of the role of primary health care.
- Be able to distinguish between STI's. Know how they are spread and be able to assist in their prevention.

Parenting, Families, Life Cycle

- Recognise factors in setting up and maintaining a home and having a family.
- Know about the role of the father and mother.
- Know about changes within the family, e.g. new members, death etc.

Relationships

- Recognise the changing nature of relationships within the family e.g. children gaining independence.
- Recognise the importance of personal choice in managing relationships so that they do not present risks.
- Know about the relationships between mother and father before and after the arrival of children.

Sexuality, Sexual Identity, Self Esteem

- Be aware of the range of sexual attitudes and behaviours in society.
- Understand that people have the right not to be sexually active.
- Understand the concept of stereotyping and identify its various forms.
- Know how labelling and stereotyping can have a negative effect on mental health.
- Understand differences in maturation and have a positive self-image.
- Recognise the importance of valuing and taking care of oneself.
- Understand the impact of the media and advertising on attitudes towards health.

Child Protection and Safety

- Be able to analyse and assess situations in terms of safety.
- Understand the notion of inappropriate online content, cyber bullying and exploitation.

Personal and Social Skills

- Be able to give and receive praise and encouragement in order to promote self-esteem and confidence.
- Discuss moral values and explore those held by different cultures and groups.

Key Stage 4

Body Knowledge

- Understand the biological aspects of reproduction.
- Consider the advantages and disadvantages of family planning in terms of personal preference and social implications.
- Know about the technology to help in the reproductive process (and be able to discuss the ethical, moral and legal issues involved).

Human Growth and Development

- Understand the changing nature of sexuality over time and its impact on lifestyles.

Parenting, Facilities, Life Cycle

- Know and be able to put into practice, child care skills.
- Be aware of the need for preventative health care and know what this involves.
- Understand that the roles of different members of the family may alter over time.

Relationships

- Be aware of partnerships, marriage and divorce and the impact of loss, separation, bereavement.
- Be aware that feeling positive about sexuality and sexual activity is important in relationships.
- Be aware of the part that family life can play in happy and fulfilling relationships.
- Be able to manage change in relationships.
- Be aware of organisations which offer support in human relationships.

Sexuality, Sexual Identity, Self Esteem

- Be able to discuss sexual harassment and its effects on individuals.
- Be aware of the influence of the media on self-image.
- Understand the un-realistic nature of pornography.
- Know how gender stereotyping can affect behaviour.
- Be able to carry out honest self-assessment.
- Understand the importance of feeling positive about oneself and others.

Child Protection and Safety

- Understand aspects of legislation relating to sexual behaviour.
- Investigate and be able to demonstrate safe practices in various environments.

- Understand the notion of inappropriate online content, cyber bullying and exploitation.

Personal and Social Skills

- Know about factors which influence the process of making decisions and long and short-term consequences for self and others.
- Be able to express feelings confidently.
- Be able to discuss sensitive and controversial issues such as contraception, birth, HIV/AIDS, abortion, technological developments which involve consideration of attitudes, values, beliefs and morality.
- Be able to discuss ethical, moral and legal issues.
- Accept responsibility for and be able to justify personal choices and decisions.
- Show some insight into other people's lifestyles.
- Be able to understand and manage change.
- Know how to use helping agencies e.g. clinics, hospitals, etc.

Sex education does not exist as a separate subject on the timetable but, like other aspects of health education, finds a place within a number of teaching programmes. Moreover, we recognise that a developing awareness of the complexities of human relationships can become the subject of many lessons, centrally or peripherally, and is often at the heart of individual guidance given by teachers, Learning Family tutors or Heads of House to our students. This incidental education goes on continually and does not appear within a defined syllabus.

The content and organisation of formal sex education within the Academy is reviewed annually to accommodate changes in national curriculum requirements or to adopt changes recommended by health professionals or our own House teams. Certain principles, however, remain constant:

- That teaching of sex education should be undertaken with due regard to moral considerations and the value of family life.
- That such teaching should not form a discrete course, but should occur within a number of curriculum areas as described above.
- That where outside speakers are employed they are fully briefed, both as to how their contribution fits within the overall scheme and as to the moral dimension appropriate to their presentation.
- That where video material is used it is fully previewed for suitability.
- That parents should be informed of our policy and given the opportunity to withdraw their children from formal sex education lessons, in compliance with the law.

5. Monitoring, Evaluation and Review

In line with the Academy Performance Management review, the teaching and learning of sex and relationships will be monitored through lessons observations, book reviews, student and staff feedback as appropriate. Regular teacher review processes will inform discussion about the successful implementation of the policy. Judgments about its success can also be made through gathering evidence from:

- The wider Academy staff, on how the policy supports them.

- Parents and governors, about the clarity of information provided.
- Students, and how PSHE and Citizenship provision is meeting their needs.

6. The Teaching of Sex Education

Teachers delivering sex education should aim to present facts in an objective, balanced and sensitive manner. They should provide students with opportunities to explore values, make judgements and be better prepared to make informed and principled choices. All Sex and Relationship Education should be set within a clear framework based upon the PSHE and Citizenship guidelines. Students must also be made aware of the law on sexual behaviour.

Young people should be encouraged to appreciate the value of a stable family life, marriage/stable long term partnerships and the responsibilities of parenthood. They should be helped to consider the importance of self-restraint, respect for themselves and others, acceptance of responsibility, loyalty and fidelity. They should be able to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must have responsibility in sexual matters.

This can only be achieved via reasoned discussion and the provision of accurate information. It cannot be done by instruction alone. Young people need to be warned of the risks of sexual behaviour, but emphasis should not solely be on the negative aspects of sexual activity. This can be counter-productive. Students should not be forced to follow a defined moral code. Our job is to promote the spiritual, moral, social, cultural, mental and physical development of students within our Academy and help to prepare our students for the opportunities, responsibilities and experiences of their adult life.

The PSHE Curriculum is based on a spiral model in which key aspects, such as SRE, are revisited at different stages. This offers progression, increasing in depth of concept and content as the students mature physically, intellectually, emotionally and socially.

PSHE lessons at KS4 should provide a supportive climate for discussion.

'Ground Rules' are set for discussion and the groups are encouraged to demonstrate trust, care and compassion. They are required to listen to the opinions of others, respect confidentiality, privacy and the 'right to pass' without embarrassment.

Setting Ground Rules

A set of ground rules at the beginning of each lesson will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. It can be beneficial for a class to work out the set of ground rules together. Possible ground rules might include:

- No one (teacher or student) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a factual way.

Dealing with Questions

Teachers will need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances of unexpected questions or comments from students. The following points offer further guidance on dealing with students' questions:

- If the question is too personal, the teacher should remind the student of the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person, such as a counsellor, Academy nurse, helpline or an outside agency or service.
- If the teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the student or teacher or both together research the question later.
- If a question is too explicit, feels too adult for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later.
- If a teacher is concerned that a student is at risk of sexual abuse, they should follow the Academy's Child Protection Procedures.

Students will be encouraged to be involved in their own learning and clear guidelines will operate regarding language usage and gender and sexual stereotyping.

A range of teaching and learning strategies will be used when dealing with issues that can be difficult to discuss in a large group or for working with students who find SRE embarrassing.

- Care with male/female group dynamics.
- Use of pairs and small groups.
- Use of the anonymous 'question box' technique.
- Distancing techniques, such as case studies, role plays etc.
- Peer education

Advice and Individual Students

Teachers delivering sex education have to exercise their discretion and professional judgement about how to deal with issues raised by individual students. Teachers should be confident in continuing to take a pastoral interest in the welfare and well being of students, but this function should never trespass on the proper exercise of parental rights and responsibilities.

Particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. DfE guidance states that “***The general rule must be that giving an individual student advice on such matters, without parental knowledge or consent, could be an inappropriate exercise of a teacher's professional responsibilities.***”

Students should be encouraged to seek advice from their parents and/or a medical practitioner.

If a teacher has reason to believe that a child is distressed or in danger, they should follow the procedures in the Academy's 'Child Protection Policy' and report their concerns to the designated Child Protection Liaison Officer as soon as is practical.

Where the circumstances are such as to lead the member of staff to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the member of staff has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice from their parents and/or a medical practitioner. In such circumstances, the member of staff should inform the Designated Child Protection Officer, who should arrange for the student to be counselled if appropriate and, where the student is under age, for the student to be encouraged to talk to a parent. For Post 16 aged students, the above information still applies.

Confidentiality

Under common law, information given in confidence should only be passed to a third party with the agreement of the person disclosing it. This applies to the student/teacher relationship.

Teachers cannot, however, offer absolute confidentiality. Where there are child protection issues, the teacher should refer the matter to the Designated Child Protection Officer within the Academy and follow the Academy's confidentiality procedures. Teachers should make clear the level of confidentiality that can be given, before the disclosure is made.

In relation to notifying parents, guidance makes clear that young people should be strongly encouraged to involve parents/carers. **However there is no legal obligation to do so** and young people have the legal right to confidentiality and can consent to advice and treatment without parents being informed.

7. Parental rights to withdraw their child from sex education

Although the Academy hopes that all parents/carers will allow their children to participate in sex education, those parents who are unable to give such permission should write to the Principal stating that they wish their children to be withdrawn either from all or part of the sex education which falls outside the statutory requirements of the National Curriculum Science Orders. Parents may inform the Principal of their reasons. Parents cannot withdraw their children from any part of sex education taught in the National Curriculum. A list of these students will be supplied to all teachers.

8. Pregnant young women and young mothers in the Academy

In the event of a student, including an under 16 year old, becoming pregnant and carrying the baby to full term, the Academy will ensure that the young woman is given every opportunity to continue with some form of educational training. As far as possible, the student will be supported so that she can continue her education within

the Academy. In the event that this is not possible, the student will be offered alternative educational provision in liaison with the Local Education Authority.

9 RELATED POLICIES

The following policies should be read in conjunction with the Sex and Relationships Policy:

- Child Protection Policy
- Citizenship Policy

10 RELATED DOCUMENTS

The following document informed the writing of the Sex and Relationships Policy and programme of study:

- The Sex and Relationship Education Guidance (DFES116/2000)
- Sex and Relationships Education for the 21st Century - Supplementary advice to guidance (DFES116/2000)

APPENDIX 1

A SUMMARY OF THE LAW ON SEXUAL BEHAVIOUR

The Government regulations related to Sex and Relationships Education require teachers to be aware of, and have regard to, the law on sexual behaviour. The following is a summary of the main sexual offences in England taken from the Sexual Offences Act 2003:

Incest

It is an offence for a man to have sexual intercourse with a woman whom he knows to be his granddaughter, daughter, sister or mother. It is an offence for a woman of the age of 16 or over to permit a man whom she know to be her grandfather, father, brother or son to have sexual intercourse with her consent.

Rape

It is an offence to commit rape against another person. Rape is committed if sexual intercourse takes place and consent is not given or the person committing the act “*does not reasonably believe that consent has been given.*”

Sexual Activity with a Child

A person aged 18 or over (A) commits an offence if:

- S/he intentionally touches another person (B)
- The touching is sexual, and
- Either B is under 16 and A does not reasonably believe that B is 16 or over
- or B is under 13

Child Sex Offences committed by children or young persons

A person under 18 commits an offence if s/he does anything which would be an offence under any of Sections 9-12 of the Sexual Offences Act 2003 if s/he were aged 18:

9. Sexual activity with a child.
10. Causing or inciting a child to engage in sexual activity.
11. Engaging in sexual activity in the presence of a child.
12. Causing a child to watch a sexual act.

The Age of Consent

The legal age for young people to consent to have sex is 16, whether they are straight, gay or bisexual. The aim of the law is to protect the rights and interests of young people, and make it easier to prosecute people who pressure or force others into having sex they don't want.

Although the age of consent remains 16, the law is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation. Young people, including those under 13, will continue to have the right to confidential advice on contraception, condoms, pregnancy and abortion. (*Working within the Sexual Offences Act 2003 – Home Office*)

APPENDIX 2

SEX AND RELATIONSHIPS EDUCATION - THE LEGAL FRAMEWORK

Section 1(2) of the Education Reform Act 1988 requires all maintained Academies to offer a curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of students at the Academy and of society; and
- b) prepares such students for the opportunities, responsibilities and experiences of adult life.”

The 1986 Education Act (2) invested the responsibility for Sex Education with governing bodies and Section 241(5) of the Education Act 1993 requires them to:

- a) make and keep up to date a separate written statement of their policy with regard to the provision of sex education; and
- b) make copies of the statement available for inspection (at all reasonable times) by parents of registered students at the Academy and provide a copy of the statement, free of charge, to any such parent who asks for one.”

The Education (Academy Information) Regulations 1993 require all maintained Academies to publish in their prospectus a summary of the content and organisation of any sex education they provide.

Section 46 of the 1986 Act requires that the LEA, Governing Body the Principal & Chief Executive:

“Shall take such steps as are reasonably practicable to secure that where sex education is given to any registered students at the Academy, it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life.”

The law does not define the content of Sex Education other than Section 241(2) of the Education Act 1993 which inserts Section 114(1) of the 1944 Act a definition of ‘Sex Education’ which includes education about HIV and AIDS and other sexually transmitted diseases. The Secretary of State has no statutory power to prescribe, by subordinate legislation, the content or organisation of Sex Education.

Section 17A of the Education Reform Act 1988 (inserted by Section 241(2) of the Education Act 1993) provides that:

“If the parent of any student ... requests that he/she may be wholly or partly excused from receiving sex education at the Academy, the student shall, except in so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.”

Other Provisions

Section 2 of the Local Government Act 1986 (as amended by Section 20 of the Local Government Act 1988) prohibits local authorities from intentionally promoting homosexuality or publishing material with that intention and from promoting the teaching in any maintained Academy of the acceptability of homosexuality as a pretended family relationship. This prohibition applies to the activities of local authorities themselves, as distinct from the activities of the governing bodies and staff of Academies on their own behalf.