



Sex and Relationship Education Policy

‘Together we are stronger’

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1.0 Roles and Responsibilities

- 1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the designated **Assistant Principal**.
- 1.2 The Education Advisory Body will have a written statement of the policy available to parents /carers. (Appendix 1)
- 1.3 All staff, in their daily engagement with other colleagues and with students, will promote the Christian ethos of this academy, and show the highest standards of personal, moral and social behaviour, acting as excellent role models which will enable students develop their own positive identities and personal qualities. Staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered here. We will utilise the role of external contributors, who support the ethos of our academy to enhance delivery.
- 1.4 The views of parents /carers will be carefully considered when developing the Sex and Relationship Education (SRE) policy and parents /carers will be invited to comment on the extent to which this policy reflects their wishes and the broader culture of the community served by the Academy.

2.0 Suggested Audience

All Staff

3.0 Related policies

- 3.1 This policy is part of a suite of policies which should also be referred to:
 - PSHE Programme of Study
 - Child Protection Guidelines
 - Safeguarding Children Policy
 - Anti-bullying policy
 - Equality and Diversity Policy

4.0 Academy Mission Statement

'Together we are stronger'

5.0 Purpose and Rationale

5.1 Purpose

The purpose of this policy is to:

- Clarify the legal requirements and responsibilities of the academy
- Clarify the academy's approach to Sex and Relationship Education (SRE) for all staff, students, governors, parents/carers, external agencies and the wider community

- Give guidance on developing and implementing and monitoring the SRE education programme
- Provide a basis for evaluating the effectiveness of the school SRE programme
- Reinforce the role of the academy in contributing to local and national strategies.

5.2 Rationale – Why Sex and Relationship Education?

a. Legal Requirements

All secondary schools in England and Wales, including academies have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of their policy, which must be available to parents and carers on request.

b. The needs of young people and the role of schools.

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. Earlier Governments developed a comprehensive strategy to change this situation and SRE for students in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our approach to SRE is in line with these earlier Governments' strategies and guidance given to schools, for example in an earlier Department for Education's document: DfES 'Sex and Relationship Guidance' 2000.

Earlier guidance (from the DfES) 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The academy has a key role, in partnership with parents/carers, in providing SRE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more like to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfES 'Sex and Relationship Guidance', 2000.

Guidance from the Church of England is coherent with, and supportive of these statements. A statement from the Church of England Board of Education and Catholic Education Service is included as Appendix 4.

6.0 Aims

6.1 The overall aims of the SRE programme are:

1. To dispel myths
2. To explore a range of attitudes towards SRE issues and to help students to reach their own informed views and choices for a healthier lifestyle
3. To develop respect and care for others
4. To increase student's self esteem
5. To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with an empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
6. To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

7.0 Objectives

7.1 The objectives of the academy's SRE policy are:

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- to enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- to enable students to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers
- to enable students to develop the ability to form positive, non-exploitative relationships
- to enable students to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable students to understand the process of human reproduction
- to emphasise the role and the value of family life
- to enable students to know what is and what is not legal in matters relating to sexual activity
- to inform students of where they can go for further information and advice

7.2 Sex and relationship education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff who are experienced and have been specifically trained in this aspect of education. Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- to recognise and accept the differences of others

- 7.3 Sex and Relationship Education will be delivered throughout Key Stages 3 and 4.

8.0 Inclusion

- 8.1 'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships educations. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

(DfE SRE Guidance July 2000)

- 8.2 The academy's statement for parents and carers which forms appendix 1, gives greater detail regarding support for specific groups of students. For example, the need of boys as well as girls, and accommodating ethnic and cultural diversity.

9.0 What the Academy will do

- 9.1 Sex and Relationship Education will be taught as a co-ordinated whole academy programme. Sex and Relationship Education will be an integral part of the academy's curriculum, in addition to the Sex Education elements which are statutory requirements of the National Curriculum for KS3 and KS4 students.
- 9.2 Sex and Relationship Education will be taught as a cross-curricular topic to all students, mainly through Science, PSHE, and PE. The subject areas involved will use books, information leaflets and digital media which comply with best practice and conform to all legal guidelines. Visual and verbal presentations will provide factual information. Visiting speakers will sometimes be involved in the lessons. Discussions, where appropriate, will take place to amplify and clarify various aspects, especially those concerning inter-personal relationships and self-esteem.
- 9.3 The Sex and Relationship Education programme will be taught in the context of relationships and within the Church of England's teaching and guidance on this important subject. In addition, Sex and Relationship Education will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others; at home, the Academy, work and in the community.
- 9.4 It will provide staff with schemes of work for SRE, including general advice on teaching the lessons and confidentiality. The academy will refer to national guidelines, where available.

10.0 Working with Parents and Carers

- 10.1 As co-educators of their children, the academy will make every effort to ensure that parents and carers are fully informed about the academy's Sex and Relationship Education programme. The academy will make copies of this policy available for inspection (at all reasonable times) by parents / carers of registered students at the Academy and provide a copy, free of charge, to any such parent / carer on request and inform parents / carers of students currently at the Academy about the Sex and Relationship Education arrangements. This policy will also be available to download from the Academy's website. See Appendix 1
- 10.2 The academy will enable parents / carers to have the right to withdraw their children from any or all parts of the Academy's programme of Sex and Relationship Education **in Years 7-10**, other than those elements, which are required by the National Curriculum Science Order. Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children. Once a request that a child be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of the Principal to ensure the supervision of withdrawn students for those students. Parents and carers can only withdraw their child from Sex and Relationship Education until the child is 15 years of age. This means that every student will receive at least one year of Sex and Relationship Education before their 16th birthday.
- 10.3 Give details in the academy prospectus of the content and organisation of the Sex and Relationship Education that the academy provides, including an explanation of how parents / carers who wish to discuss this issue can do so and information about the means of putting into effect the parents' / carers' right of withdrawal. (See Appendix 3)
- 10.4 This policy should be read in conjunction with an earlier government's response to the SRE review (October 2008) and will comply with the legislation that requires all students will receive SRE from 2010

11.0 Staff Development and Support

- 11.1 Sex and Relationship Education will be provided by a small team of staff
- 11.2 Teaching will be based on an understanding that a variety of interactive and participatory teaching methods will be used to ensure all students are fully involved. Resources used for teaching sex and relationships education can be viewed on request.
- 11.3 All staff are provided with adequate training and support to help them deliver effective Sex and Relationship Education and respond to situations with consistency and sensitivity taking account of religious, social and cultural issues. As part of staff induction on-going CPD provision, we will take advantage of training and guidance in this area provided by the Diocese of Sheffield and Doncaster's SRE Adviser (if appointed) for details of training programmes including in-school training opportunities. These will be detailed in the academy's CPD file

12.0 Support from external agencies

- 12.1 Rossington All Saints Academy will access support from a wide range of individuals and agencies when planning and teaching SRE. Examples of such practitioners include, but will not be limited to; nurses, general practitioners, health promotion units, LA staff, theatre-in-education teams, youth workers and peer-education teams etc. The involvement of these external agencies can give the students access to a wealth of experience and expertise, new resources and different approaches to learning. A member of the academy staff will be present at all times when an external contributor is working with students, especially as some contributors may only visit schools infrequently and may not have Disclosure and Barring Service clearance.
- 12.2 External contributors will lend expertise and a partnership dimension to the SRE Programme. Input from external contributors and the academy's SRE programme of study will be regularly evaluated by staff.
- 12.3 The academy will also engage in positive sexual health promotion, including national and local events, which are significant for SRE (e.g. World Aids Day, Breast and Testicular Awareness campaigns). There will be signposting and information on health-related services within the academy. Relevant materials will also be available from the Learning Resource Centre.

13.0 Learning outcomes

13.1 By the end of Key Stage 3 students will be able to:

- manage changing relationships;
- recognise risks around personal safety in sexual behaviour and be able to make safe decisions;
- ask for help;
- explain the relationship between their self-esteem and how they see themselves;
- develop skills of assertiveness in order to resist peer pressure and stereotyping;
- see the complexity of moral, social and cultural issues and be able to form a view of their own;
- develop good interpersonal skills to sustain existing relationships as they grow and change, and to help make new relationships;
- be tolerant of the diversity of personal, social and sexual preferences in relationships;
- develop empathy with the core values of family life in all its variety of forms;
- recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage; and
- recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

13.2 Students will know and understand:

- that fertilisation in humans is the fusion of a male and female cell;
- the physical and emotional changes that take place during adolescence;
- about the human reproductive system, including the menstrual cycle and fertilisation;
- how the foetus develops in the uterus;
- how the growth and reproduction of bacteria and replication of viruses can affect health;
- how the media influence understanding and attitudes towards sexual health;
- how good relationships can promote mental well-being;
- the law relating to sexual behaviour of young people;
- sources of advice and support; and
- when and where to get help, such as at a genito-urinary medicine clinic.

13.3 Students will have considered:

- the benefits of sexual behaviour within a committed relationship;
- how they see themselves affects their self-confidence and behaviour;
- the importance of respecting difference in relation to gender and sexuality;
- how it feels to be different and be discriminated against;
- issues such as the cost of early sexual activity;
- the unacceptability of prejudice and homophobic bullying; and
- what rights and responsibility mean in relationships.

13.4 By the end of Key Stage 4 students will be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately, and confidently seek professional health advice;
- manage emotions associated with changing relationships with parents and friends;
- see both sides of an argument, and express and justify a personal opinion;
- have the determination to stand up for their beliefs and values;
- make informed choices about the pattern of their lifestyle which promote well-being;
- have the confidence to assert themselves and challenge offending behaviour;
- develop qualities of empathy and the ability to respond emotionally to the range and depth of feelings within close relationships; and
- work co-operatively with a range of people who are different from themselves.

13.5 Students will know and understand:

- the way in which hormonal control occurs, including the effects of the sex hormones, some medical use of hormones including the control and promotion of fertility;
- the defence mechanisms of the body;
- how gender/sex is determined in human development;
- how HIV and other sexually transmitted infections affect the body;

- the link between eating disorders, self-image and sexual identity;
- the risks of early sexual activity and the link with the use of alcohol;
- how the different forms of contraception work and where to get advice;
- the role of statutory and voluntary organisations;
- the law in relation to sexual activity for young people and adults;
- how their own identity is influenced by both their personal values and those of their family and society;
- how to respond appropriately within a range of social relationships;
- how to access the statutory and voluntary agencies which support relationships in crisis;
- the qualities of good parenting and its value to family life;
- the benefits of marriage or a stable partnership in bringing up children; and
- the way different forms of relationship, including marriage depend for their success on maturity and commitment.

13.6 Students will have considered:

- their developing sense of sexual identity and feel comfortable with it;
- how personal, family and social values influence behaviour;
- the arguments around moral issues such as abortion: contraception and the age of consent;
- the individual contributions made by partners in a sustained relationship and how these can be of joy and benefit to both; and
- the consequences of close relationships including children and how this will create family ties which impact on their lives and those of others.

14.0 Assessment, Recording and Reporting

14.1 Students' work and progress will be assessed in line with the academy policy on Assessment Recording and Reporting. Assessment of SRE will:

- be planned from the beginning as an integral part of teaching and learning;
- provide regular opportunities for students to give and receive feedback on their progress and achievements, helping them to identify what they should do next;
- involve students in discussion about learning objectives and desired outcomes;
- include students as partners in the assessment process e.g. through self-assessment and peer-assessment;
- enable students to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes; and
- reflect the principles of inclusion and the range of students' learning styles enabling all students to demonstrate their achievement.

14.2 The academy will set out clearly what it is proposed students should have learned by the end of each key stage and implement effective SRE assessment processes to improve learning and monitor changes in attitudes.

15.0 Monitoring and Review

- 15.1 The delivery of Sex and Relationship Education will be monitored by the **designated Assistant Principal** in collaboration with the Sex and Relationship Education Co-ordinator. Schemes of work will be reviewed and updated as appropriate on a yearly basis after consultation with staff who teach this important subject.
- 15.2 This policy and its implementation will be reviewed by the designated Assistant Principal and by Governors every two years.

16.0 Approval by the EAB and Review Date

- 16.1 This policy has been formally approved and adopted by the EAB at a formally convened meeting

Policy approved:



Chair of Local Governing Body

Date: 12/12/16

Review date: 12/12/18

End of policy statement

Appendix 1 – Information for Parents and Carers

We will share responsibility for the education of our students, with parents and carers, who will be regularly informed and involved through newsletters, awareness raising evenings and individual discussions when appropriate.

Parents and carers have a legal right to withdraw their children from dedicated 'sex education' lessons. However, we would encourage parents/carers to discuss this fully with the PSHE Co-ordinator if concerned. They do not have a right to withdraw their children from those aspects of SRE that are taught in Science, as part of the National Curriculum and where SRE issues arise incidentally in other subject areas.

WHAT IS SEX AND RELATIONSHIP EDUCATION?

The term *Sex and Relationship Education* – SRE – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the national guidance SRE is:

'...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. It is also about the teaching of sex, sexuality and sexual health'

DfEE 'Sex and Relationship Guidance', 2000

The guidance suggests that SRE should have three main elements as follows:

1. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

2. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

3. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.

- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

MORALS AND VALUES FRAMEWORK

Our approach to SRE will be conducted within a Christian morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

SRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The academy's approach to SRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

INCLUSION

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships educations. Sex and relationship education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives'.

DfEE SRE Guidance July 2000

Young people may have varying needs regarding SRE, depending of their circumstances and background. The academy strongly believes that all students should have access to SRE that is relevant to their particular needs. To achieve this, the academy's approach to SRE will take account of:

The needs of boys as well as girls. Girls tend to have greater access to SRE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes to SRE. The school will consult students and parents/carers about

their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds. We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality. On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall actively tackle homophobic bullying.

Special educational needs. We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

Teaching programme for Sex and Relationship Education. We intend that all students shall experience a programme of sex and relationship education at a level which is appropriate for their age and physical development. With adaptations for those whose cognitive development is particularly slow.

Students who use alternative methods of communication. Some students have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. Academy staff will adapt their teaching of sex and relationship education to ensure that these students have equal access.

Students with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Contraceptive advice to older students. Students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

A 'WHOLE SCHOOL' APPROACH

The academy will ensure that SRE actively involves the whole school community. All groups who make up the academy community have rights and responsibilities regarding SRE.

In particular:

The senior management team (SMT) will endeavour to support the provision and development of SRE in line with this policy by providing leadership and adequate resourcing.

The designated SRE co-ordinator will maintain an overview of SRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff. All teachers are involved in the school's SRE provision. Some teach SRE through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the academy's approach to SRE and aided in their work by provision of resources, background information, support and advice from experience members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some SRE lessons and also play an important, informal pastoral support role with students. They will have access to information about the SRE programme and supported in their pastoral role.

Governors have responsibilities for academy policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 8.2 above). The school will seek and take account of parent/carer views and endeavour to adopt a partnership/education workshops or parents/carers. The academy's approach to SRE will encourage dialogue between parents/carers and their children.

The academy nurse can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for students and resources. The academy will work in ongoing consultation and partnership with the nurse.

Outside agencies and speakers may be involved in inputting to SRE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs and who share the Christian ethos of the academy. We shall work in partnership with them and jointly plan their work. The academy will also promote relevant helping agencies that students can access.

Students have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing the provision.

The academy's approach to SRE consists of:

1. The taught National Curriculum Science Programme of Study.
2. SRE modules within each Key Stage delivered within a planned PSHE programme.
3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through leaflets and books in the library and display of posters.

Answering student's questions

The academy believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's child protection procedures.

Monitoring, evaluation and assessment

The programme is regularly evaluated by an Assistant Principal and the SRE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the SRE programme of study is capable of formal assessment, particularly the knowledgeable components.

PASTORAL SUPPORT FOR STUDENTS WHO EXPERIENCE DIFFICULTIES

The nature of support available to students

The academy takes its role in the promotion of student welfare seriously. Staff will endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/pastoral system. They offer a 'listening ear' and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The academy will keep you up to date about the development of local services and national help lines for young people promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

Confidentiality and informing parents/carers

We are aware that some parents and carers find it hard to cope with their children's sexual development, and are happy for the academy to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the academy prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by inviting parents and carers to discuss sex and relationships education when their child enters the academy and when their child moves up from the primary to the secondary department
- by discussing and agreeing a consistent approach for students to be used at home and academy
- by including sex and relationships education in the Home/ Academy Partnership Agreement
- by inviting parents/carers to a meeting where resources are available, and their use explained.

Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

DEALING WITH BULLYING

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The academy takes the issue of bullying very seriously in line with Student Support

Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the academy's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The SRE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

From 2004, all schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school anti-bullying policy.

End of parent/carer information

Appendix 2 - Confidentiality in Sex and Relationship Education Lessons

There is a detailed Academy Confidentiality policy available. All lessons will make use of the guidance given documents such as DfEE's Sex and Relationship Education guidance 2000. (Section 4, pp21: Teaching Strategies)

1.1 Confidentiality on the classroom

The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for Sex and Relationships Education lessons should be negotiated with students well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

1.2 General advice to staff

Disclosures may take place at an inappropriate place or time. If this happens, the member of staff should talk again with the student before the end of the Academy day. The member of staff should be able to discuss the issue with an appropriate colleague whilst retaining the anonymity of the student.

Staff do not have to break a confidence, if in their professional judgement, it is in the best interests of the student. They are not legally bound to inform parents, or the Principal of any disclosure, unless the Principal has asked them to do so. Staff should only break confidentiality if they believe that a student is at risk of physical or sexual abuse. In such cases, the member of staff responsible for Child Protection issues (the Academy's Designated Senior Person DSP, or Deputy DSP should be contacted and the Academy's procedures followed.

In the rare circumstances that confidentiality is broken, the student should be informed first of why and how confidentiality was broken and then supported through the ensuing process. Students should not be asked to repeat a distressing disclosure to several people unnecessarily

If a young person discloses a sexual activity, a member of staff can:

- check it is a consenting relationship and, if there is any possibility of abuse, follow the academy's Child Protection guidelines;
- encourage and support the young person to talk with their parents/carers;
- give information on contraceptive methods and local services and refer them to a health professional for confidential advice;
- make an appointment and / or accompany them if necessary;
- reassure them that if any confidentiality is broken, the young person will be informed first; and
- maintain confidentiality, if it is in the best interests of the student.

Appendix 3 - Withdrawal from Sex and Relationship Education Lessons

(OTHER THAN NATIONAL CURRICULUM SCIENCE)

NAME OF STUDENT:

TUTOR GROUP:

HOUSE:

DATE OF PARENT'S / CARER'S REQUEST FOR WITHDRAWAL:

SUBJECTS INVOLVED:

ANY SPECIAL COMMENTS BY PARENTS / CARERS TO BE MADE KNOWN TO TEACHING STAFF (N.B. PARENTS / CARERS DO NOT NEED TO STATE THEIR REASONS FOR WITHDRAWAL):

SIGNATURE OF PARENT / CARER: _____

Date: : _____

SIGNATURE OF INTERVIEWER: _____

Date: _____

SUBJECTS AFFECTED WITH TIMES:

Subject	Times:

COPY TO PRINCIPAL AND STUDENT FILE

Appendix 4 - Churches state expectations on sex education guidance

2 February 2000

The Church of England Board of Education and the Catholic Education Service have informed the Secretary of State for Education and Employment, the Rt Hon David Blunkett MP, what they hope to see in the guidance he has promised to give schools on sex and relationships education (statement below). The two education bodies are responsible for some 7000 schools and about a quarter of all primary and secondary pupils.

Church expectations of guidance on sex and relationship education: A Statement on behalf of the Church of England Board of Education and the Catholic Education Service

1.0 Pupils should be taught from an early age to understand human sexuality and to respect themselves and others. They should be given accurate information. This will enable them to understand difference and help to remove prejudice.

2.0 Human sexuality (is a gift of God and) finds its perfect expression within loving life-long marriage. Any other physical sexual expression falls short to some degree of that ideal. It follows that human sexuality is not fulfilled in self-gratification or in promiscuous or casual relationships.

3.0 Traditional (Christian) marriage should be promoted as the fundamental building block of society and of family life and as the proper context for the nurture of children.

4.0 Pupils have a right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity.

5 Life-long celibacy can be fulfilling. In this way of life an individual's sexual instincts may be channelled into generous love and service of others.

6.0 Life-long human friendships are an important gift and should be honoured and cherished.

7.0 Human beings fall short of the ideal but the admission of failure can bring forgiveness and reconciliation. People can change their behaviour. Couples working through problems within marriage can find deeper love and strengthened character.