



**The
Blyth
Academy**

Sex and Relationships Education Policy

SEX AND RELATIONSHIPS EDUCATION POLICY

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We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Sex and Relationships Education Policy

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This policy was developed in response to Sex and Relationships Education Guidance DfE 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

The Consultation Process Has Involved:

- Year 9 focus group
- Questionnaire for parents/carers
- Review of SRE curriculum with SLT and students
- Consultation with Healthy Schools Advisors and Teenage Pregnancy Team
- Consultation with academy Governors

What is Sex and Relationships Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. This is underpinned by The Blyth Academy's commitment to safeguarding and promoting the welfare of children and young people.

Principles and Values

In addition The Blyth Academy believes that SRE should:

- be an integral part of the lifelong learning process;
- be an entitlement for all young people;
- encourage every student to make a positive contribution to our community;
- support each individual as they grow and learn;
- be set within this wider academy context and support family commitment. Family is a broad concept; not just one model (i.e. the nuclear family). It includes a variety of types of family structure and acceptance of difference and diversity;
- encourages students and teachers to share and respect one another's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure;
- generate an atmosphere where questions and discussion can take place without stigma or embarrassment;
- recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education at The Blyth Academy has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life and stable and loving relationships;
- learning about the nurture of children;
- earning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making;
- challenging myths, misconceptions and false assumptions

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

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

Aims

At The Blyth Academy our primary commitment is to safeguarding and promoting the welfare of all children and young people. Our SRE programme therefore aims to prepare students for adult life through providing balanced factual information as well as broader emotional, religious and moral dimensions of sexual health. Students should prepare for an adult life in which they can

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.;
- understand the consequences of their actions and behave responsibly within sexual and other relationships;
- avoid being exploited or exploiting others into having unwanted or unprotected sex;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- understand human sexuality;

- challenge all prejudice and promote equality and diversity;
- understand the reasons for having protected sex;
- understand the reasons for delaying sexual activity;
- have sufficient information and skills to protect themselves and their partner from unwanted conceptions and STIs including Chlamydia and HIV;
- know how the law applies to sexual relationships.

Organisation and Content of Sex and Relationship Education

The Blyth Academy specifically delivers SRE through its PSHE Programme and Science lessons at KS3 and KS4. In Year 7 students consider what family, friendships, relationships and personal identity are. In Year 8 workshops on Conception and Contraception are delivered by Academy Nurses and The Teenage Pregnancy Team. In Year 9 we consider Difference and Diversity and in Year 10 workshops on STIs are delivered. Within the PSHE programme SRE lessons have a focus also on emotional aspects. Science lessons have a greater focus on the physical aspects of development and reproduction.

Any SRE lesson may consider questions or issues that some students will find sensitive. Therefore before embarking on these lessons ground rules or a Group Agreement are established which prohibit inappropriate personal information being requested or disclosed by all taking part in the lesson. Where possible, this kind of lesson will be delivered by Health professionals such as the Academy Nurses or the Teenage Pregnancy Team. Both the Student Consultation and the parent questionnaire indicated that this was the preferred method. This method also allows students to have specific questions answered individually if it is felt that it is information inappropriate to the development of the rest of the students.

Assessment is carried out informally throughout the year involving teacher, student and peer assessment of knowledge, understanding, interpersonal skills and attitudes. The same is carried out formally at each round of academy tracking.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular topics in mixed groups. We will always respond sensitively to parental requests and concerns.

Students with Special Needs

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

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. We are fortunate that within The Blyth Academy we have a range of other professionals to support this work; Youth workers, counsellors, pastoral managers, Academy Nurses and the Teenage Pregnancy Team. Young people, whatever their developing sexuality need to feel that SRE is relevant to all.

Right of Withdrawal of Students from SRE

Some parents/carers prefer to take responsibility for this aspect of education. They have the right to withdraw their children from all or part of SRE except those parts included in the statutory National Curriculum (i.e. Science lessons). We would make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any SRE resources the academy may use.

Confidentiality, Controversial and Sensitive Issues.

See The Blyth Academy Confidentiality Policy

Teachers cannot offer unconditional confidentiality 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 advised to talk to parent/carer and if necessary seek medical advice;
- child protection issues will be considered and if necessary referred to the Deputy Headteacher responsible for Child Protection under the academy's procedures;
- the young person may be referred to an appropriate Health professional for counselling and advice.

In any case where Child Protection procedures are followed, the referee will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in the academy are bound by their own codes of conduct in a one-to-one situation but in a classroom situation they must follow The Blyth Academy Confidentiality Policy.

Monitoring and Evaluation of SRE

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall academy plans for monitoring the quality of teaching and learning. This process will be further monitored at regular Head of Department Meetings at The Blyth Academy. The PSHE programme is treated as a subject department in this exercise and will undertake yearly self evaluation.

The Governing body is responsible for overseeing and reviewing the SRE Policy.