

1 GREAT ACADEMIES STATEMENT OF INTENT

The Academy Trust believes that Sex and Relationship Education (SRE) is an integral element of a Student's education and that it plays an important role in preparing them for adulthood. The Academy's SRE programme aims to develop pupils' self-awareness, self-esteem and confidence to enable them to develop positive relationships and make positive decisions in their lives.

The aim of this policy is to clearly communicate to the Academy community, the manner in which SRE will be delivered.

2 OUR AIMS

SRE should help and support pupils through their physical, emotional and moral development. Effective SRE should not encourage early sexual experimentation but should teach our young people to understand human sexuality and to respect themselves and others. It will help pupils to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It will help pupils to ask questions in an emotionally safe environment, helping to dispel myths and provide them with the information and self-assurance necessary to make informed decisions in an ethical way that are right for themselves and for others. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

3 OBJECTIVES

The objective of SRE at our Academies is to:

- Provide age-appropriate information and advice for pupils and their parents/carers;
- Encourage pupils to make responsible, informed decisions about the relationships they form and the actions they take;
- Develop assertiveness and communication skills;
- Explore and examine feelings, attitudes, morals and values such as love, anger, trust, respect, sadness and grief; and
- Foster self-esteem, positive self-image and confidence.

4 IMPLEMENTATION GUIDANCE

In accordance DfE guidance the following elements will be covered as part of the Trust's SRE Programme, at appropriate Key Stages:

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;

Author:	Version:	Date Approved:	Page 1 of 6
C. Treglown	1	13.12.2017	

- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

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; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development and menstruation at appropriate stages;
- Understanding human sexuality, reproduction, sexual health (including HIV/Aids and STIs), emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- The avoidance of unplanned pregnancy.

4.1 Programme Delivery

Delivery within primary academies

Delivery of SRE will be through planned aspects of subjects including science and PSHE, and will be coordinated by the nominated leader for SRE.

Delivery within secondary academies

Delivery of SRE will be through planned aspects within the Science and PSHE/Citizenship schemes of work and will be jointly coordinated by the subject leaders for PSHE/Citizenship Coordinator and Science.

Moral and ethical issues may also be addressed through other Curriculum subjects as appropriate.

Teaching Methods & Resources

A variety of teaching methods and resources appropriate to the age, maturity and cultural background of the pupils will be used in the delivery of SRE.

Issues will be addressed in a way that they are relevant to both boys and girls; on occasion this may involve splitting the lesson to teach boys and girls separately, and will involve discussion, project work and reflective learning.

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting and ensure this is communicated to pupils. Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules should be established which avoid inappropriate personal information being requested or disclosed by those taking part in the lesson.

Author:	Version:	Date Approved:	Page 2 of 6
C. Treglown	1	13.12.2017	

When a pupil asks a question of a **sexually explicit nature** staff **should not answer** but refer the pupil to their parents or carer who can consider whether an answer is appropriate for their age. Questions asked during planned lessons covering aspects of SRE will be answered if the question and its answer fall within the agreed scheme of work or lesson and are age-appropriate, otherwise reference will again be made to the parents or carer. Any questions which may give rise to a child protection concern should be logged with the Designated Safeguarding Officer.

When a pupil raises concerns about their own relationships, it may be necessary to signpost to relationships advice and guidance, or to consider implementation of Child Protection procedures.

Staff Training & Development

Only appropriately trained staff will be involved in the delivery of SRE and will be supported through a training and development programme which will also assist them in dealing with difficult subject matters and questions.

All staff are expected to teach within the Academy's framework and not allow their personal beliefs and attitudes to influence the teaching of SRE.

Outside agencies

Outside agencies such as health professionals (including the School Nursing Service), social workers, youth workers, peer educators and visitors may be used to support and assist the teachers in the delivery of SRE. Where this is the case, these persons will be expected to be appropriately trained, to work with the academy to plan their contribution to the provision and to abide by the GAET policy and the academy's scheme of work, as agreed by the school's governing body. Additionally, external agencies, particularly the School Nursing Service, may provide advice and guidance to pupils within parameters agreed by the governing body.

4.2 Parents and carers

The Trust acknowledges that the SRE provision in its academies is only part of a young person's learning about relationships and that much of this learning occurs within the home environment. The academies work with parents and carers to ensure they understand what SRE comprises so they can be reassured that their child is receiving an age-appropriate programme.

Parents' right to withdraw their child from Sex and Relationship Education

Some parents prefer to take the responsibility for their child's sex and relationships education. Parents/carers have the right to withdraw their child from all or part of the SRE provided at the Academy, except for those parts included in the statutory National Curriculum. Parents/carers wishing to exercise that right are asked to make an appointment with the Principal to discuss their concerns. The Academy will make alternative arrangements for students in such cases.

Complaints

Parents or pupils who have a complaint about the content or delivery of the SRE programme should contact the Principal. Should the complaint not be resolved to the satisfaction of the parent or carer it may be pursued through the complaints procedure which is available on request.

5 ROLES AND RESPONSIBILITIES

Author:	Version:	Date Approved:	Page 3 of 6
C. Treglown	1	13.12.2017	

It is the responsibility of:

- Each Governing Body to take a role in monitoring and reviewing the implementation and effectiveness of this policy;
- Each governing body to ensure that pupils and parents are informed about the school's SRE provision and have the opportunity to comment on it
- The Principal to ensure that all teaching and non-teaching staff are aware of this policy and implement it accordingly;
- The Principal, teaching and non-teaching staff to ensure the policy is available to parents;
- Governors and Principal to ensure that parents know of their right to withdraw their children;
- Principal to action any parent withdrawal request;
- Academy staff to contribute to reviewing existing provision;
- Academy staff to use professional skills in developing the curriculum; and
- Academy staff to teach sex and relationship education curriculum as detailed in the related agreed schemes of work
- Academy staff to respond to any concerns they have about the appropriateness of students' relationships as appropriate
- Students to participate appropriately in SRE provision, respecting their peers and staff involved
- Students to share with an adult any concerns they have about the appropriateness of their own or others' relationships
- All to report any child protection concerns, including concerns regarding Child Sexual Exploitation through use of the appropriate policy

6 EQUALITY

In support of the Equal Opportunities Policy, all children, regardless of age, ability, gender, race, faith, culture or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty. Children with special educational needs and learning difficulties are properly included in sex and relationship education through differentiated work.

A percentage of pupils may define themselves as gay, lesbian or bi-sexual or may do so in future. Some pupils will live within LGBT families and have friends who are LGBT.

We deal sensitively with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that SRE is relevant to them.

Further support and consideration will be given to the sensitive needs of children, who are known to have suffered from abuse of any kind; in these cases close consultation will be maintained between professionals and parents and carers.

Author:	Version:	Date Approved:	Page 4 of 6
C. Treglown	1	13.12.2017	

7 MONITORING, EVALUATION AND REVIEW

To be reviewed and amended by a small group comprising of officers/Principal from each Academy. The recommendations of this group will be submitted to the GAET Board for consideration and, where applicable, approval.

The GAET Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academies.

This policy should be read in conjunction with;

- Child Protection Policy
- Equal Opportunities Policy

Date December 2015

Date for next review December 2017

8. SOURCES CONSULTED:

Education Act 1996, Part V, Chapter IV, Sex Education
DfE Sex and Relationship Education Guidance, July 2000 Ref: DfEE 0116/2000
The Key for School Leaders Sex and relationship policy checklist

Author:	Version:	Date Approved:	Page 5 of 6
C. Treglown	1	13.12.2017	

Appendix – Middleton Technology School

Curriculum delivery method

Brief description of how the school delivers sex and relationship education e.g. through the statutory elements of the science curriculum, tutor time, PSHE, circle time, ECM time, in mixed and/or single sex groups

Specific resources

List any resources which the school makes use of e.g. School nursing service, published resources

Informing parents

How and when parents are informed and/or consulted about the sex and relationships education taking place in school

Pupil voice

How and when pupils' views are taken into consideration in the development of the delivery of SRE.

Lead responsibility and roles

Role title and name of lead person e.g. SRE lead,
Roles and responsibilities of other key staff involved in SRE e.g. science subject leader, PSHE lead, Vice Principal Student Well-being, Principal, health mentor

Author:	Version:	Date Approved:	Page 6 of 6
C. Treglown	1	13.12.2017	