

Sex and Relationships Education Policy.

'All schools must have an up to date SRE policy which is made available for inspection and for parents.' The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal and
- Be reviewed regularly.

Defining Sex and Relationships Education (SRE)

'It 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. It is not about promoting sexual activity.' (DfE)

The Aims of Sex Education in this Trust are:

- To provide knowledge of human reproductive processes
- To develop skills for a healthier and safer lifestyles
- To enable our students to better understand the nature of human relationships and discrimination and prejudice in this area
- To prepare students for the changes which occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Make informed, reasoned and responsible decisions about personal values they will adopt both while they are at school and in adulthood.
- Emphasise the skills, attitudes and insights that young people need in order to form loving and caring relationships
- Foster self-esteem, self-awareness and the skills of assertiveness that will enable them to resist and avoid unwelcome peer or social pressures.
- To empower students to make informed choices about sex.

The Framework of Sex and Relationships Education.

Attitudes and Values.

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Think about and discuss topical political, moral and social issues.
- Be able to justify their opinions on such issues.
- Behave responsibly within friendships and sexual relationships.
- Look at the nature of relationships within family and friendship groups, including expectations and peer pressure.
- Have respect for individual conscience and opinions. (Including cultural differences and beliefs)
- Be aware of the effects of stereotyping, prejudice, discrimination and stigmatisation.
- Develop critical thinking as part of the decision making process.

Personal and Social Issues.

- Develop self respect and empathy for others.
- Contribute to discussion of topics.
- To develop the skills and understanding to avoid being exploited, or pressured into misbehaviour or into unwanted or unsafe sex.
- Know where to access confidential sexual health advice, support and treatment.
- Manage their emotions in a variety of situations.
- Be able to challenge stereotyping, stigmatisation and prejudice assertively, from an informed point of view.
- Be able to negotiate within a relationship.
- Recognise that personal choices have consequences.
- Learn the reasons for delaying sexual activity and the benefits to be gained from such a delay.
- To be aware of, and to deal sensitively with, sexual orientation. (e.g. heterosexual, lesbian, homosexual, transvestites)

Knowledge and Understanding.

- Fertilisation in humans and the reproductive system (including menstruation)
- Physical and emotional changes in puberty, and how to manage them.
- Have sufficient practical information and personal skills to protect themselves, and their partner, from unwanted pregnancy and STI/STDs.
- Understand the reasons for having protected sex.
- Health effects of unprotected sex.
- How to recognise risk and make the right decisions in personal situations.

Teaching of SRE.

The teaching of Sex and Relationships will be undertaken within Science, PSHE, Citizenship and RE. Each phase of the All Through Trust will undertake age appropriate teaching based upon the aims and framework within this overarching policy. Monitoring and Evaluation will be undertaken by those responsible for the areas or departments listed in this paragraph.

Parental Rights.

Parents have the right to withdraw their children from all or part of any sex and relationships education programme, but not biological aspects of human growth and reproduction that is part of the National Curriculum for Science. Parents who wish to exercise this right should contact the Head teacher from the relevant phase of the Academy Trust to discuss.

This policy will be reviewed by the Trust Board on a biennial basis . It may be reviewed earlier if legislative changes or other changes deem it necessary or desirable.

Appendix.

Working together to Safeguarding Children 2006 states the following:

- A child under 13 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child.
- Cases involving under 13s should always be discussed with a nominated safeguarding (child protection) lead in the organisation. Under the Sexual Offences Act, penetrative sex with a child under 13 is classed as rape. Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that the child, whether girl or boy, is suffering or is likely to suffer significant harm. There should be a presumption that the case will be reported to Children & Young People's Services and that a strategy discussion will be held in accordance with the guidance. This should involve Children & Young People's Services, Police and relevant agencies, to discuss appropriate next steps with the professional. All cases involving under 13s should be fully documented including detailed reasons where a decision is taken not to share the information.

This guidance should be central to professionals' assessment of the situation.

- In all cases where the sexually active young person is under the age of 13, a full assessment must be taken. Each case must be assessed individually and consideration given to making a referral to Customer First. In order for this to be meaningful, the young person will need to be identified, as will their sexual partner if details are known.
- The decision not to refer can only be made following a case discussion with the designated lead for safeguarding (child protection) within the professional's employing authority. When a referral is not made, the professional and agency concerned is fully accountable for the decision and a good standard of record keeping must be made, including the reasons for not making a referral.
- When a girl under 13 is found to be pregnant, a referral to Customer First must be made. A strategy discussion will be held with the Police and/or other agencies. At this stage a multi agency support package should be formulated.

Young People between 13 and 16.

- The sexual Offences Act 2003 reinforces that, whilst mutually agreed, non-exploitive sexual activity between teenagers does take place and that often no harm comes from it, the age of consent should still remain at 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.
- Sexually active young people in this age group will still have to have their needs assessed using this protocol. Discussion with Customer First, Children and Young People's Services, will depend on the level of risk/need assessed by those working with the young person.

- **This difference in procedure reflects the position that, whilst sexual activity under 16 remains illegal, young people under the age of 13 are not capable of giving consent to such sexual activity.**