



St Mary
Magdalene
Academy

SEX AND RELATIONSHIPS EDUCATION POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

ST MARY MAGDALENE ACADEMY

Approval Committee:	Full Governing Body
Review Committee:	C&S and CR&SW
Last reviewed:	07/02/2017
Next review date:	Spring Term 2018
Required to publish on website?	Yes
Statutory?	Yes

SEX AND RELATIONSHIPS POLICY

1. At the Academy we recognise the importance of Sex and Relationships Education as an essential part of the physical, moral and emotional development of our students. As such it provides a central element in our Citizenship Education curriculum.
 - 1.1. Students will be given an understanding of the importance of marriage for family life, the importance of stable and loving relationships based on the principles of respect, love and care. Education regarding sexual activity, sexuality and sexual health will also be provided.
 - 1.2. Sex and Relationships Education will be delivered in Year 6 at the end of Key Stage 2 and as part of the Citizenship Education Curriculum in Key Stage 3. In Key Stage 4 elements will be delivered through specialist activity days as well as through cross-curricular themes and delivery within the science and religious studies departments.
 - 1.3. The aim in whatever form of delivery is to present facts in an objective, balanced and sensitive manner.
 - 1.4. Parents/Carers will be informed when education in Sex and Relationships will take place and they have the right under the Education Act 1996 to exempt their children from those elements not required by National Curriculum Science Order.

2. SEX AND RELATIONSHIPS EDUCATION IN PRACTICE

2.1. Introduction

- 2.1.1. Sex and Relationships Education (SRE) is defined by the DfE as "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." (DfE Guidance 0116/2000, page 5). Although this definition is not accepted by all SRE practitioners, it forms a useful guide.
- 2.1.2. At the end of Key Stage 2 in Year 6, SRE is delivered as part of pupils' personal, social and emotional development. In Key Stage 3, SRE is delivered as part of the Citizenship Education lessons. In Key Stage 4 days off timetable are used for SRE, other strategies used include inviting outside speakers and some cross-curricular delivery by other departments.

2.2. Statement of Intent

- 2.2.1. The Governing Body believes that SRE is an essential part of a balanced and broadly-based curriculum.

- 2.2.2. We recognise the value of SRE in reducing the number of teenage pregnancies, preventing the spread of sexually transmitted infections, and contributing towards students' moral, social and personal development, in particular, self-esteem and sense of personal responsibility.
- 2.2.3. We intend that the Academy's SRE policy and programme should accord with other DfE, LA and whole-Academy policies, in particular those on Equal Opportunities.
- 2.2.4. We intend to review this policy, the content and the organisation of SRE at regular intervals.
- 2.2.5. We recognise and confirm the role of the Academy in producing an SRE programme and syllabus which accords with this policy statement.

2.3. Moral Values in Academy Sex and Relationships Education

- 2.3.1. As a Church of England Academy the moral and ethical foundations for SRE are based on those of the Christian ethos. Religious Studies is compulsory in Years 1 upwards and the Christian perspective towards relationships and morality is clearly presented and discussed throughout, particularly in Key Stage 4. Nevertheless, the SRE programme should be inclusive, respecting the views of people from other faiths or no faith. SRE teaching should be culturally appropriate, i.e. the programme should take account of the needs of individual students' different backgrounds and circumstances, including ethnicity and faith.
- 2.3.2. The Governing Body and Senior Leadership Team will ensure that SRE is age-relevant, appropriate across all year groups and is responsive to students' needs and development.
- 2.3.3. In the delivery of Sex and Relationships Education we aim to:
- 2.3.3.1 present facts in an objective, balanced and sensitive manner;
 - 2.3.3.2 provide knowledge about:
 - the nature of sexuality;
 - loving relationships;
 - the process of human reproduction;
 - physical development during adolescence;
 - the law relating to sexual behaviour;
 - types of contraception and reasons for using, including safer sex;
 - sexually transmitted infections including HIV/AIDS;
 - forms of support available in the Academy; and

- outside agencies offering confidential advice/support on sexual health / relationships.

2.3.3.3 encourage students to:

- view their relationships in a responsible and healthy manner;
- appreciate the value of a stable family life;
- appreciate the value of marriage;
- appreciate the value of other forms of relationships;
- accept that both sexes should behave responsibly in sexual matters;
- consider what is best for the nurture of students;
- appreciate the demands and responsibilities of parenthood; and
- explore moral dilemmas and sensitive issues e.g. abortion, same sex relationships.

2.3.3.4 help students to:

- consider the importance of self-restraint and dignity;
- have respect for themselves and others;
- show sensitivity towards the needs and views of others;
- consider the importance of loyalty and fidelity;
- understand the benefits to be gained from delaying sexual intercourse;
- understand the benefits of abstinence as a form of sexual expression; and
- develop awareness of issues of sexual orientation including homophobia.

2.3.3.5 enable students to:

- recognise the physical, emotional, social and moral implications and risks of sexual behaviour; and
- recognise and avoid exploitation and abuse of and by both themselves and others.

3. Teaching of SRE

3.1. The Academy recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers:

- Establish ground rules with pupils
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Use distancing techniques
- Encourage reflection

3.2. The Academy also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs in order to engage pupils on an emotional and intellectual level and help them to personalise information.

3.3. All teachers who are involved in the delivery of SRE are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer pupils for confidential advice and support.

3.4. The Academy recognises that some aspects of the SRE curriculum, including those specifically relating to sexual matters such as contraception and STIs may be best delivered by external professionals or by teachers who are trained and confident in teaching this subject.

4. Specific Issues

4.1. Confidentiality and ground rules in the classroom

4.1.1. It is vital for teachers to set ground rules for SRE lessons. These should include the avoidance of personal questions by students and staff and the discouragement of whole-class personal disclosures. Although teachers might wish to encourage a classroom atmosphere of trust and confidentiality, in reality it is impossible to guarantee that confidentiality. Teachers will make it clear that matters covered by the Academy's Safeguarding and Child Protection Policy and Anti - Bullying Policy will have to be dealt with in the manner stated in the relevant documents. Staff should not answer personal questions. They may offer their personal opinions on impersonal issues, but should also offer other viewpoints.

4.1.2. Students should be considerate of other students' feelings and beliefs and comply with any confidentiality rules that are set in the classroom. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously under the Anti – Bullying Policy.

5. Confidentiality and advice for individual students

5.1. A teacher may be approached by an individual student with a request for specific advice on contraception or with a disclosure on other aspects of sexual

behaviour. In such circumstances, the member of staff can provide factual information (e.g. contraception information leaflets, addresses and contact details of local Sexual Health services) and should, wherever possible strongly encourage the student to seek advice from his/her parents/carers and support them in this. Relevant outside agencies can also be involved where appropriate (please see the Confidentiality Policy for further details).

5.2. Where circumstances lead a teacher to believe, in their professional opinion, that a student is at moral or physical risk, or in breach of the law, the teacher will ensure that the student is aware of the implications and urge them to seek advice as mentioned above. If a teacher believes a student may be at risk of physical or sexual abuse, they should follow the Academy's Safeguarding and Child Protection Policy. If teachers do not believe a student is at risk of abuse, they do not have to break a confidence regarding a student's disclosure, if in their professional judgement it is in the best interests of the student. However, the teacher should discuss the matter with the Academy's Designated Child Protection Officer in all the above situations.

6. Safeguarding and Child Protection

6.1. It may be that SRE lessons lead to the disclosure of a child protection issue. If this is the case, the Academy's Safeguarding and Child Protection Policy should be followed.

7. Special Educational Needs

7.1. The Academy will ensure that SRE lessons are inclusive and support the needs of students of all ranges of abilities. The Academy may use a variety of different strategies to ensure that all students have access to information.

8. Female Genital Mutilation

8.1. The Academy will ensure that this topic is taught as part of the Year Seven SRE programme, as part of its statutory safeguarding responsibility to recognise and report this abuse where it is suspected or disclosed.

9. Parental entitlements to exempt a student from Sex and Relationships Education

9.1. Under the Education Act 1996 parents/carers of students attending maintained Academies have the right to exempt their children from any part of an Academy's SRE programme, other than those elements which are required by the National Curriculum Science Order. This right may be exercised by either parent or by a person who has responsibility for care of the child. In the weeks before the delivery of every element of the Academy's SRE programme a letter will be sent to parents/carers outlining their right to exempt their child. The letter will include:

- details of the topics being covered;
- details of any outside agencies involved in the programme;

- a link to the Academy's published Sex and Relationships Policy on its website;
- names of those responsible at the Academy for the delivery of Sex and Relationships Education.

9.2 Provision will be made for students who are exempted from SRE lessons to join other classes or work under supervision away from their class.

10. Monitoring and Evaluation

10.1 Procedure for Monitoring and Evaluating

The delivery of SRE will be reviewed every academic year. Evaluation could include:

- Pupil and teacher responses to teaching content and methods
- Decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gendered meanings, monitored by senior staff.

11 Visiting Speakers

11.1 Speakers from outside agencies who present SRE lessons in the Academy will be expected to abide by the Academy's SRE policy. Visitors should be given a copy of this policy in advance so that they are aware of the Academy's practices.

12 Complaints Procedures

12.1 All concerns and complaints will be channelled through Heads of Year in secondary or class teachers in primary, to the PSHE/Citizenship Coordinator who will inform the relevant Headteacher. If necessary, the Executive Director will then be informed where appropriate as per the Academy's Complaints Policy.