



POLICY ON SEX AND RELATIONSHIPS EDUCATION

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

At St Mary Magdalene 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 Preparation for Adult Life Curriculum (PAL).

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.

Sex and Relationships Education will be delivered as part of the PAL programme in Key Stage 3 by form tutors. 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.

The aim in whatever form of delivery is to present facts in an objective, balanced and sensitive manner.

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.

SEX AND RELATIONSHIPS EDUCATION IN PRACTICE

Introduction

Sex and Relationships Education (SRE) is defined by the DCSF 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.” (DCSF Guidance 0116/2000, page 5). Although this definition is not accepted by all SRE practitioners, it forms a useful guide.

The first version of this policy will be agreed on XXX by the Governing Body of St Mary Magdalene Academy after consultation with parents/carers, pupils, staff and the school nurse. It will be updated by the Academy’s Pastoral team in June 2008; by the Governors Curriculum and Policy Review Committee in 2008; and again by the PSHE Coordinator in 2011. This SRE policy accords with DCSF SRE Guidance 0116/2000. Samples of students will be consulted by questionnaire in 2007 and samples of parents/carers will be given questionnaires in 2008. The results will reveal a wide range of views about SRE. The PAL team (Preparation for Adult Life) will review the delivery of Sex and Relationships Education annually. These reviews take account of evaluations from form tutors and students.

In Key Stage 3, SRE is delivered by form tutors as part of the weekly PAL 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.

Statement of Intent

The Governing Body believes that Sex and Relationships Education is an essential part of a balanced and broadly based curriculum.

- 1 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.
- 2 We intend that the Academy’s SRE policy and programme should accord with other DCSF, LA and whole school policies, in particular those on Equal Opportunities.
- 3 We intend to review this policy, the content and the organisation of SRE at regular intervals.
- 4 We recognise and confirm the role of the Academy in producing an SRE programme and syllabus which accords with this policy statement.

Moral Values in School Sex and Relationships Education

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 pupils' different backgrounds and circumstances, including ethnicity and faith.

In the delivery of Sex and Relationships Education we aim to:

- 1 Present facts in an objective, balanced and sensitive manner.
- 2 Provide knowledge about:
 - a) The nature of sexuality
 - b) Loving relationships
 - c) The process of human reproduction
 - d) Physical development during adolescence
 - e) The law relating to sexual behaviour
 - f) Types of contraception and reasons for using, including safer sex
 - g) Sexually transmitted infections including HIV/AIDS, see (f) above
 - h) Forms of support available in the Academy
 - i) Outside agencies offering confidential advice/support on sexual health / relationships.
- 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
 - Explore moral dilemmas and sensitive issues e.g. abortion, same sex relationships.
- 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

- Develop awareness of issues of sexual orientation including homophobia.
- 5 Enable students to:
- Recognise the physical, emotional, social and moral implications and risks of sexual behaviour
 - Recognise and avoid exploitation and abuse of and by both themselves and others.

Specific Issues

- 1 Confidentiality and ground rules in the classroom.

It is vital for tutors to set ground rules for SRE lessons. These should include the avoidance of personal questions by pupils and staff and the discouragement of whole-class personal disclosures. Although tutors might wish to encourage a classroom atmosphere of trust and confidentiality, in reality it is impossible to guarantee that confidentiality. Tutors will make it clear that matters covered by the Academy's Child Protection procedures and bullying procedures 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.

- 2 Confidentiality and advice for individual students

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 (see Confidentiality Policy).

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 Child Protection procedures. 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 Teacher for Child Protection in all the above situations.

3 Child Sexual Abuse procedures

Child sexual abuse procedures are covered in the Academy's Child Protection Policy.

4 Parental entitlements to exempt a student from Sex and Relationships Education

Under the Education Act 1996 parents/carers of students attending maintained schools have the right to exempt their children from any part of a school'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
- Names of those responsible at the Academy for the delivery of Sex and Relationships Education

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

5 Visiting Speakers

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.

6 Complaints Procedures

All complaints will be channelled through Pastoral Managers to the PSHE Coordinator who will inform the Principal where appropriate.

Change History

Date	What Changed	Committee Date Approved
Derivation		
Revision Policy		