



St Mary
Magdalene
Academy

THE COURTYARD

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

SEX AND RELATIONSHIPS EDUCATION - POLICY STATEMENT

**ST MARY MAGDALENE ACADEMY
THE COURTYARD**

Approval Committee:	Full Governing Body
Author:	Head Teacher
Last reviewed:	December 2017
Next review date:	December 2018
Required to publish on website?	Yes
Statutory?	Yes

1. INTRODUCTION

- 1.1 Admissions to the school are managed via the SEN department of Islington Council. Students are accepted throughout the academic year. We implement transition programmes for all students prior to placement. Placement at the Courtyard is kept under constant review and specifically through the Annual Review process which monitors the students Statement of Special Educational Need/EHCP. The school accepts students from Islington and surrounding boroughs if the placement is felt to be appropriate and places are available (See the Courtyard Admissions Policy).
- 1.2 At The Courtyard 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 has been developed into a subject area that is taught throughout the school year.
- 1.3 Students will be given an understanding of the importance of marriage or civil partnership 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.
- 1.4 The aim in whatever form of delivery is to present facts in an objective, balanced and sensitive manner.
- 1.5 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) was defined by the then DfEE as “lifelong learning about physical, moral and emotional development... It is also about the teaching of sex, sexuality and sexual health.” (DfEE Guidance 0116/2000, page 5). Although this definition is not accepted by all SRE practitioners, it forms a useful starting point.
- 2.1.2 This SRE policy accords with DfEE SRE Guidance 0116/2000 and with the supplementary, non-statutory guidance produced by the Sex Education Forum, the PHSE Association and Brook in 2014: *Sex and*

Relationships Education ('SRE') for the 21st Century.
The curriculum leader will review the delivery of Sex and Relationships Education annually. These reviews take account of evaluations from parents and students.

2.1.3 In Key Stage 3, 4 and 5, SRE is delivered as part of the self-discovery curriculum. Students are grouped according to age. It forms part of the bi-weekly timetable.

2.2 Why is SRE in schools important?

2.2.1 High-quality SRE helps to create safe school communities in which students can grow, learn and develop positive, healthy behaviour for life. The Courtyard believes it to be essential for the following reasons:

2.2.1.1 Children and young people have a right to good-quality education, as set out in the United Nations Convention on the Rights of the Child;

2.2.1.2 Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that sex and relationships education was „too little, too late and too biological“. Ofsted reinforced this in the 2013 *Not Yet Good Enough* report.

2.2.1.3 SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

2.2.1.4 Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

2.3 Statement of Intent

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

- 2.3.1 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.
- 2.3.2 We intend that The Courtyard's SRE policy and programme should accord with other DfE, LA and whole-school policies, in particular those on Safeguarding and Equal Opportunities.
- 2.3.3 We intend to review this policy, the content and the organisation of SRE at regular intervals.
- 2.3.4 We recognise and confirm the role of The Courtyard in producing an SRE programme and syllabus which accords with this policy statement.

3. MORAL VALUES IN SCHOOL SEX AND RELATIONSHIP EDUCATION

- 3.1 The SRE programme should be inclusive, respecting the views of people from different 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 their race and religion or belief.
- 3.2 In the delivery of Sex and Relationships Education we aim to:
 - 3.2.1 Present facts in an objective, balanced and sensitive manner.
 - 3.2.2 Provide knowledge about:
 - 3.2.2.1 the nature of sexuality;
 - 3.2.2.2 loving relationships;
 - 3.2.2.3 the process of human reproduction;
 - 3.2.2.4 physical development during adolescence;
 - 3.2.2.5 the law relating to sexual behaviour;
 - 3.2.2.6 types of contraception and reasons for using it, including safer sex;
 - 3.2.2.7 sexually-transmitted infections including HIV/AIDS, see (3.2.2.6) above;
 - 3.2.2.8 forms of support available in The Courtyard;

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

3.2.3 Encourage students to:

3.2.3.1 view their relationships in a responsible and healthy manner;

3.2.3.2 appreciate the value of a stable family life;

3.2.3.3 appreciate the value of marriage, civil partnerships and other committed relationships;

3.2.3.4 accept that both sexes should behave responsibly in sexual matters;

3.2.3.5 consider what is best for the nurturing of students;

3.2.3.6 appreciate the demands and responsibilities of parenthood;

3.2.3.7 explore moral dilemmas and sensitive issues (e.g. abortion, same-sex relationships).

3.2.4 Help students to:

3.2.4.1 consider the importance of self-restraint and dignity;

3.2.4.2 have respect for themselves and others;

3.2.4.3 not feel pressurised into a sexual relationship;

3.2.4.4 show sensitivity towards the needs and views of others;

3.2.4.5 consider the importance of loyalty and fidelity;

3.2.4.6 understand the benefits to be gained from delaying sexual intercourse;

3.2.4.7 understand the benefits of abstinence as a form of sexual expression;

3.2.4.8 understand issues concerning sexual orientation including homophobia;

3.2.4.9 understand issues concerning gender-reassignment, including transphobia.

3.2.5 Enable students to:

- 3.2.5.1 recognise the physical, emotional, social and moral implications and risks of sexual behaviour;
- 3.2.5.2 recognise and avoid exploitation and abuse of and by both themselves and others;
- 3.2.5.3 be open and honest about the words for genitalia which will support girls at risk of female genital mutilation (FGM). The summer holiday between leaving primary and starting secondary school is a risk period for girls at risk of FGM, so this knowledge must come in good time.

4. SPECIFIC ISSUES

4.1 Confidentiality and ground rules in the classroom.

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 teaching staff might wish to encourage a classroom atmosphere of trust and confidentiality, in reality it is impossible to guarantee that confidentiality. Teaching staff will make it clear that matters covered by The Courtyard's Safeguarding and Child Protection policy 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.

4.2 Confidentiality and advice for individual students

4.2.1 A member of staff 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 in the Website Published Documents).

4.2.2 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 member of staff believes a student may be at risk of physical or sexual abuse, they must follow The Courtyard's Safeguarding and Child Protection policy. If a member of staff does not believe a student is at risk of abuse, or of committing any breach of the law, 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 member of staff must discuss the matter with The Courtyard's Designated Teacher for Child Protection in all the above situations.

4.2.3 Children are also reminded regularly about e-safety and tackling bullying procedures through assemblies, key worker sessions and ICT e-safety lessons. Students are encouraged to speak to a member of staff in confidence about any concerns they may have.

4.3 Child Sexual Abuse procedures

Child sexual abuse procedures are covered in The Courtyard's Safeguarding and Child Protection Policy.

4.4 Parental entitlement 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 Courtyard's SRE programme a letter will be sent to parents/carers outlining their right to exempt their child. The letter will include:

- 4.4.1 details of the topics being covered;
- 4.4.2 details of any outside agencies involved in the programme;
- 4.4.3 names of those responsible at The Courtyard for the delivery of Sex and Relationships Education;
- 4.4.4 provision will be made for students who are exempted from SRE lessons to join other classes or work under supervision away from their class.

4.5 Visiting Speakers

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

5. COMPLAINTS PROCEDURES

All complaints, except those involving the Head Teacher will be channelled through the Head Teacher. Please see the Complaints policy, located in the Website Published Documents for further details.

6. REFERENCES

6.1 Legislation

Crown Prosecution Service (CPS) guidance on the Sexual Offences Act 2003.

6.2 Guidance

6.2.1 Sex Education Forum (2014) „Sex and relationships education (SRE) for the 21st Century“

6.2.2 Ofsted (2013) „Not yet good enough: personal, social, health and economic education“

6.2.3 Department for Health (2013) „A Framework for Sexual Health Improvement in England“

6.2.4 DfEE (2000) „Sex and Relationship Education Guidance

6.2.5 Sex Education Forum (1987) hosted by the National Children’s Bureau