



Sex and Relationships Education Policy

Summary:

This document defines the policy that the Governing Body has adopted for the delivery of Sex and Relationships Education.

Policy Title	Sex and relationships education policy
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Contents

1	PRINCIPLES	3
2	AIMS	3
3	CONSULTATION	3
4	THE ROLE OF PARENTS	3
5	CONFIDENTIALITY	4
6	LINKS TO OTHER POLICIES	4
7	MONITORING AND REVIEW	4
8	TEACHING STRATEGIES AND CURRICULUM MAP	4

1 PRINCIPLES

Sex and relationships education (SRE) involves lifelong learning about physical, moral and emotional development within the context of PSHE and Citizenship programmes. It prepares young people for the opportunities, responsibilities and experiences of adult life. It fosters an understanding of the importance of stable and loving relationships. It involves learning about sex, sexuality and sexual health. It is not concerned with the promotion of particular sexual orientations or family structures, nor of sexual activity.

SRE helps young people to respect themselves and others, and to move confidently from childhood through adolescence and into adulthood. SRE encourages young people to understand the benefits to be gained by a delay in becoming sexually active.

2 AIMS

Our SRE programme will help students to develop:

- Self-worth and self-awareness
- The skills needed to establish successful relationships
- An understanding of their own rights, as well as those of others
- The ability to express how they feel
- The ability and confidence to make informed choices
- The ability to keep themselves and other people safe
- An understanding of their own and others' values and beliefs
- A critical eye for the messages they receive from the media
- A positive attitude towards the ways in which people can be different to each other
- A positive attitude to their own bodies
- The confidence and skills to access help and support.

3 CONSULTATION

This policy has been based on the DfE guidance document 'Sex and Relationship Education Guidance' 2009.

4 THE ROLE OF PARENTS

Parents have a key role in educating their children about sex, relationships and growing up. The Academy will consult parents through the Newmarket Academy Parents' Forum to establish how it can best complement and support their role through its SRE policy.

Parents have the right to withdraw their children from the SRE programme, except for those aspects covered by the National Curriculum for science. Those parents wishing to

exercise this right should, in the first instance, contact the Head of School to discuss the matter.

5 CONFIDENTIALITY

The issues raised by SRE lessons may result in a student disclosing that they are involved in sexual activity, or that they have been the victim of abuse. In these circumstances it is vital that teachers are clear that, while always acting in the best interests of the student, they cannot maintain confidentiality and must share their concerns with the Academy's designated Safeguarding Lead. Whenever it is appropriate the Academy will encourage students to share the issues raised with their parents.

6 LINKS TO OTHER POLICIES

Safeguarding Children.

7 MONITORING AND REVIEW

The governing body will review the policy at least every three years and in light of government policy.

The views of parents will be sought annually, and will be used to review this policy and the SRE curriculum.

A member of the Academy's senior leadership team is responsible for monitoring the standards of teaching and learning of SRE. SRE will be considered when PSHE is the subject of the Academy's quality assurance procedures.

8 TEACHING STRATEGIES AND CURRICULUM MAP

As with all subjects we will ensure that appropriate support is given to students in SRE lessons, and that lessons are differentiated as appropriate to meet individual needs.

Our students can develop confidence in talking, listening and reflecting about SRE through teachers:

Establishing appropriate ground rules. Students should not be expected to answer personal questions, nor be forced to take part in discussion. Body parts are to be referred to by their correct names.

Using distancing techniques. Discussion should be kept impersonal to avoid embarrassment and protect the privacy of teachers and students.

Knowing how to deal with unexpected questions. Questions from students that are too explicit or inappropriate for the whole class should be acknowledged as such, and attended to later on an individual basis. If a teacher does not know the answer to a question, this should be acknowledged and returned to later after research.

Encouraging reflection. Questioning by teachers should encourage students to consolidate what they have learnt and to foster new understanding, skills and attitudes.

Year 7	<p>Family relationships. Media and advertising. Speaking appropriately and addressing prejudices.</p> <p>Science: male and female reproductive organ systems. Physical and emotional changes in puberty. The menstrual cycle. Fertilisation. Pregnancy, the role of the placenta and foetal development.</p>
Year 8	<p>Becoming an adult. Sexually transmitted infections (STIs). Tolerance and prejudice. Making decisions. Contraception. Speaking appropriately and addressing prejudices.</p>
Year 9	<p>Parenting: relationships, family types, contraception, STIs, teen pregnancy, pregnancy and birth, budgeting for a baby, support for parents, child development from birth to age five, looking after newborns, child nutrition. Speaking appropriately and addressing prejudices.</p>
Years 10 and 11	<p>Different types of relationship. STIs. Contraception. Confronting homophobia. Personal safety. Speaking appropriately and addressing prejudices.</p>