

Sex and Relationship Education Policy

2018-19



TBAP AP AND SPECIAL ACADEMIES

 WEST	 COURTYARD	 LATIMER	 BEACHCROFT	 BRIDGE	 16-19	 OCTAGON	 CAMBRIDGE	 UNITY	 OCTAVIA	 ASPIRE	 EAST
											

FOREWORD

The UK has one of the highest teenage conception rates in Western Europe. The rate of teenage pregnancy is highest in the economically most disadvantaged communities and among the most vulnerable young people. Following a report from the Social Exclusion Unit in 1998, the Teenage Pregnancy Unit was set up and a ten-year strategy and action plan was implemented to address this issue.

The TBAP Trust recognises that education and prevention are of crucial importance in improving the sexual health of young people and is committed to supporting schools in developing effective sex and relationship education. The TBAP Trust has a strong focus on delivering the National Healthy Schools Programme which includes quality standards for sex and relationship education.

Rationale

Sex and Relationship Education (SRE) has a key part to play in the personal, social and spiritual development of all young people. It begins informally in the home with parents and carers long before any formal education takes place at school. A young person's entitlement to SRE is enshrined within the terms of the Education Act (1996), Section 351-(1). All maintained schools are required to offer a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Though some aspects of sex education are taught within National Curriculum Science, most SRE takes place within Personal, Social and Health Education (PSHE) in primary schools and Personal, Social, Health and Economic Education (PSHE education) in secondary schools. At The TBAP Trust this will be delivered through learning guide tutorials, through specialist led sessions by partner agencies and by developing and utilising the skills of in house staff members.

In its Sex and Relationship Education Guidance for schools (DfEE 2000), the DfE defines SRE as 'lifelong learning about physical, moral and emotional development' and goes on to say:

- It is about the importance of marriage and family life, stable and loving relationships, respect, love and care.
- It is also about the teaching of sex, sexuality and sexual health.
- It is about the development of pupils' understanding of her/himself as a sexual being

- (It is) about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

The Guidance identifies three main elements in a balanced SRE programme: attitudes and values; personal and social skills; and knowledge and understanding.

The Aims of Sex and Relationship Education

Attitudes and values:

- To consider social and moral dilemmas
- To value and respect different types of relationships
- To foster respect and responsibility for oneself and for others
- To clarify myths and misconceptions
- To address stereotyping

Personal and social skills:

- To acquire knowledge and skills necessary to develop successful relationships
- To promote understanding of appropriate behaviour in public and in private
- To encourage self awareness
- To develop decision-making skills, including critical thinking, awareness of choices and how to act on decisions made
- To develop communication skills with peers, parents and other adults

Knowledge and understanding

- To know the physical and emotional changes associated with human development and growth
- To know what help is available and how to access it
- To provide opportunities to ask questions and clarify ideas in a safe environment
- To provide appropriate information that is relevant to the needs, age and maturity of the pupils
- To improve awareness and understanding of the opposite sex and of sexuality
- To be able to recognise, acknowledge and deal positively with emotions

BACKGROUND

The Legal Framework

Education Act 1996

The law relating to sex education is contained in the 1996 Education Act. This is a consolidating Act which pulls together, amongst other Acts, the whole of the 1944 Education Act and the 1993 Education Act. The provisions relating to sex education as they appear in the Education Act 1996 are as follows:-

- All maintained schools must offer a curriculum which -
 - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society: and prepares such pupils for the opportunities, responsibilities and experiences of adult life.
- In maintained primary and primary special schools, **governors** must decide whether and at what stage to introduce sex education over and above that provided in National Curriculum Science and must keep an up to date statement of the school's provision, which must be available to parents.
- In maintained secondary schools, secondary special schools and special schools with secondary age pupils, sex education (including education about HIV, AIDS and sexually transmitted infections, STIs) must be provided for all pupils. The governing body must have in place a written policy on sex education, which must be available to parents.
- In all maintained schools, sex education must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life.
- Parents in all maintained schools have the right to withdraw their children from all or part of sex education, except those areas that are included in the national curriculum programme of study for science.
- In voluntary-aided schools, **the governing body** must decide whether and at what stage to include sex education over and above that contained in National Curriculum science. As with maintained schools, they must keep a written statement of their policy and make it available to parents/carers on request.

Education and inspections Act (2006)

- Section 38 of the Education and Inspections Act places a new duty on school **governing bodies** in England to promote children's well-being as well as their academic achievement. 'Well-being' is defined, in accordance with the Children Act 2004, as: physical and mental health and emotional well-being; protection from harm and neglect; education, training and recreation; the contribution made by (a child) to society; and social and economic well-being.

Sexual Offences Act (2003)

[The Sexual Offences Act](#) aims to clarify what constitutes a crime of a sexual nature against children, young people and adults. The Act does not limit pupils' entitlement to PSHE. Staff giving information or advice with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their well-being, will not be guilty of an offence.

Secondary schools

Secondary schools should use the non-statutory [programme of study for Personal Well-being \(Revised Secondary Curriculum: Personal, Social, Health and Economic Education QCA 2007\)](#), together with the **statutory requirements** within the [National Curriculum Science Order](#), to plan a holistic SRE programme. The key concepts which underpin the programme of study for personal well-being are:

- Personal identities
- Healthy lifestyles
- Risk

Related Guidance

['Sex and Relationship Education Guidance'](#) (DfES 2000) recommends that SRE is *delivered through well-planned Personal, Social and Health Education (PSHE) and Citizenship provision*. The guidance strongly recommends that links are made between drugs, emotional health and wellbeing and sex and relationship education (SRE): *'this is particularly relevant to young people as their use of drugs, especially alcohol, can have an impact on their relationships and on sexual activity and sexual health'*.

[Sex and relationship education, healthy lifestyles and financial capability: Teachers' handbook and units of work](#) (QCA 2005). The materials provide guidance on planning and delivering work around these aspects of PSHE.

POLICY

Statutory requirements and good practice

All maintained and voluntary-aided schools are required to have an up to date policy that outlines the provision for SRE (Education Act 1996). The DfE advises that the policy should be developed in consultation with pupils, parents/carers and the school community (DfEE 2000). An SRE policy can stand alone, or be part of the school's PSHE and Citizenship policy. Once completed, the policy should be referred to in the school prospectus and made widely available to pupils, parents/carers and staff (e.g. via the school website and/or intranet).

Role of governors

The governing body is ultimately responsible for the PSHE and Citizenship policy of a school and must be involved in the development, monitoring and review of the SRE policy and programme. Schools should include governors in whole-staff training sessions and discussions whenever practical.

Purpose of the policy

- to ensure that staff are aware of what the school will deliver and how it will be done
- to clarify the values that underpin PSHE/SRE and form part of the school's ethos
- to provide a tool to inform parents/carers of SRE/PSHE
- to create a starting point for staff to receive training, support and resources
- to ensure links with pastoral care

Aims of our SRE Programme

- To encourage pupils to have due regard for moral issues and the value of family life.
- To promote the development of self-esteem and a positive self image.
- To help pupils to explore and develop their attitudes, values and emotions.
- To promote tolerance, sensitivity, respect and consideration for others.
- To help pupils to manage their relationships in a responsible and healthy manner.
- To empower pupils to make informed and positive choices about their behaviour.
- To help pupils to acquire a sound knowledge of and respect for, their bodies and human development.
- To equip pupils with the skills needed to assess situations and protect themselves from any form of abuse.

Equal Opportunities

All pupils have access to the SRE programme. Most teaching takes place in mixed sex groups, with provision for single sex discussion groups where appropriate.

Organisation and Planning

- Who teaches SRE: Learning Guides, Teachers, Specialist LA providers, In house staff
- Where SRE is taught : Whole School
- Staff professional development and support: Access to LA training initiatives is available
- Teaching methods and approaches, including the involvement of health professionals and visitors: delivery will be lead by staff from the TBA.. External staff will be accessed for individual lessons as and when deemed appropriate.
- Specific arrangements for pupils with special needs and disabilities: Delivery can be differentiated as and when deemed appropriate.

- How pupils' learning is assessed, recorded and reported: Monitored through plenary and teacher records
- Procedures for reviewing effectiveness of the programme (evaluation): This will take place periodically with lead staff member and SSM.
- Resources; Resources are supplied by the Tba those accessed via London Matters.Org
- Pastoral support and links to services in the wider community: Pastoral support and links to wider community information is delivered by Student Services Manager.

Specific issues

Any matters relating to any of the issues cited below are to be immediately passed to the designated Child Protection Officer or member of the Senior Leadership Team

These might include:

- Child protection and confidentiality
- Handling sensitive issues
- Procedures for supporting any members of the school community infected or affected by HIV.
- Female genital mutilation
- Child sexual exploitation

Working with Parents/Carers

Parents/carers have the right to withdraw their child from the non-statutory elements of SRE (which take place largely within PSHE), but the biological aspects of SRE, which are part of National Curriculum science, are mandatory.

We provide parents /carers with an opportunity to view the SRE resources we use in The TBAP Trust and encourage them to allow their child to participate in all aspects of the SRE programme.

Parents have opportunities to talk to teachers at any time and formal parents' evenings take place twice a year. Progress in individual subject areas are formally fed back to parents in annual school reports in the summer term.

Key Guidance Documents (also see page 1 for relevant Hounslow Guidance)

DfEE (2000) Sex and Relationship Education Guidance

DCSF (2007) Early Years Foundation Stage Guidance

DfEE/QCA (1999), The National Curriculum: Handbook for primary teachers in England: Key Stages 1 and 2, PSHE

DCSF/QCA (2007) The Revised National Curriculum for secondary teachers in England: Key Stages 3 and 4, PSHEE – Personal Well-being

DfES (2005) Every Child Matters - Change for Children in Schools

National Teenage Pregnancy Strategy

QCA (2005) PSHE at key stages 1-4: Guidance on assessment, recording and reporting

Teaching Resources

There are many published resources for sex and relationship education and a number of internet sites which provide lesson materials. As with other PSHE resources, any materials should be selected on the basis that they:

- Reflect the school's values and beliefs
- Are sensitive to age, gender, ability, faith, sexuality, ethnicity and culture, as appropriate
- Offer a range of activities in which active learning plays a major part, maximising pupil participation
- Give accurate and balanced facts and do not aim to shock or horrify
- Identify learning outcomes
- Provide suggestions/opportunities for assessment

- Offer teachers guidance on using the materials

[The Sex Education Forum](#) (SEF) regularly updates its resource lists for all phases.

Useful websites for curriculum resources & young people

www.need2know.gov.uk

www.l8r.uk.net

www.talktofrank.com

HEALTH INFORMATION WEBSITES FOR YOUNG PEOPLE:

www.ruthinking.com

www.teenagehealthfreak.org

USEFUL ORGANISATIONS:

Avert

International charity providing information on HIV/AIDS. Its website includes sections aimed specifically at young people.

www.avert.org.uk

Brook

Confidential sexual health advice and contraception for young people up to 25

www.brook.org.uk

Centre for HIV and Sexual Health

The centre provides a variety of resources, including booklets for parents/carers on talking and listening to their children.

www.sexualhealthsheffield.nhs.uk

Childline

Helpline for children and young people in danger or distress. Telephone counselling for any child with any problem. 24 hour support, advice and referrals.

www.childline.org.uk

Contact a Family

Provides support, advice and information to families across the UK. with a disabled child www.cafamily.org.uk

Department of Health

Health information for practitioners and websites for young people

www.dh.gov.uk

www.need2know.gov.uk

Early Years

www.teachingideas.co.uk/earlyyears

FPA (formerly Family Planning Association)

Provides resources and training for SRE

www.fpa.org.uk

Healthy Schools

Website to support the National Healthy School Programme. Provides extensive information on all aspects of health and well-being.

www.healthyschools.gov.uk

National Children's Bureau (NCB)

NCB is a charitable organisation which acts as an umbrella body for organisations working with children and young people in England and Northern Ireland, including the Sex Education Forum (see below). Through working in partnership, sharing knowledge, resources and services they aim to create a powerful, authoritative and influential voice to improve the lives of children and young people.

www.ncb.org.uk

Ofsted www.ofsted.gov.uk

Parentline Plus

A freephone helpline offering support and information to anyone parenting a child. It also runs parenting courses.

www.parentlineplus.org.uk

PSHE Association

The association provides a central support network for teachers of PSHE, giving them a focal point to receive advice, gather and share examples of good practice and promote existing guidance.

www.pshe-association.org.uk

Qualifications and Curriculum Authority (QCA)

QCA is committed to building a world-class education and training framework. They regulate, develop and modernise the curriculum, assessments, examinations and qualifications. Includes guidance for teachers on effective Sex and Relationship Education

www.qca.org.uk

Sex Education Forum (SEF)

The SEF provides comprehensive information and support for SRE and a telephone information line. Its website offers a number of free resources and factsheets to download.

www.ncb.org.uk/sef

Stonewall

Stonewall is an organisation which campaigns for equal rights for lesbians, gay men and bisexuals. One campaign focuses on challenging homophobic bullying in schools.

www.stonewall.org.uk

Tacade

This site provides information about a range of publications, training and consultancy products and services that aim to enable children and young people to achieve positive changes in their knowledge, attitudes, abilities, choices and behaviour.

www.tacade.com

Teachernet

DCSF website Includes resources for teachers on alcohol and drug education.

www.teachernet.gov.uk

This policy was agreed June 2017 and will be reviewed annually by the TBAP Trust Board
Date of next review: March 2018

Appendix

Possible SRE Secondary Curriculum Overview

	Key Stage Three			Key Stage Four	
Topics	Year Seven	Year Eight	Year Nine	Year Ten	Year Eleven
	Changes in Puberty	SRE Questionnaires	Law and Sex	SRE Questionnaires 1 What topics?	Getting help and support
	Puberty & Reproduction	Child Sexual Exploitation	Recognizing and Managing Risk	HIV Transmission/ Living with HIV	Safer Sex
	Healthy relationships	Conception & Pregnancy	Reasons to have sex or to delay	Domestic violence	Abortion – Whose Choice
	Female genital Mutilation	Contraception	Contraceptive methods	Body Image & Relationships	Accessing Local & National Services
	Bullying (including cyber bullying and sexting)	Consequences of Sexual Activity	Condoms & STIs	Negotiation Skills	Parenting
	Friendship	Social Pressures on Young People	STIs	Sexual Health Services	Sexual Bullying
	Include assessment opportunities in every lesson and at the end of each unit				

Signed: -----
(Chair of Governors)

Date:

Signed: -----
(CEO)

Date: