



Three Towers

An Alternative Provision Academy

Expanding Horizons

Sex & Relationships Education (SRE) Policy

Adopted: March 2017

Reviewed: March 2020

INTRODUCTION

“Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life built on respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.”

DfES 0116/2000

TTAPA will provide sex and relationships education (SRE) for every learner, appropriate to their age and ability.

GUIDING PRINCIPLES

The content of SRE will be appropriate to the age and maturity of learners.

Information should be factually accurate and evidence-based reflecting the latest medical evidence available. Distinctions must be made between factual information and views/beliefs. National and local data and statistics used to inform SRE, for example about teenage pregnancy, alcohol and drugs misuse and domestic violence will be presented with sensitivity to the diversity of experiences of all learners.

The curriculum will be developed to ensure that it is sensitive towards faith and differing cultural perspectives. TTAPA recognises that faith/cultural beliefs have an important role in shaping learners' views and decisions about sex and relationships. It is right, therefore, that in helping learners to make positive and informed choices, faith and cultural perspectives are considered alongside the law and medical facts.

TTAPA's SRE will:

- promote equality, inclusion, tolerance and acceptance of diversity in SRE which is responsive to the diverse faith, cultural and family backgrounds of learners and the local community;
- encourage learners to appreciate and celebrate diversity and different abilities, gender and sexual orientation of other learners and adults;
- promote awareness, respect and understanding for the wide range of practices and beliefs relating to sex and relationships within our society, to ensure that learners understand fair, open, anti-discriminatory and non-judgemental perspectives on human sexuality;
- challenge unacceptable prejudice and discrimination on the basis of sexuality and gender identity;
- promote strong and stable relationships, including the promotion of friendships, relationships void of pressure, the importance of mutual and loving relationships, of family life, marriage and parenthood.

- ensure that learners understand the importance of delaying parenthood until they are ready, emotionally, educationally and economically to provide the care and support their children will need and as part of a strong and stable relationship.
- help learners to build the resilience they need to cope with change and loss which we recognise result when there is disruption in family structures due to, for example, bereavement or separation.

We will also provide learners with a clear sense of their rights and responsibilities in relation to sex and relationships. This will include explanation of the law as it applies to relevant issues including: consent, access to health services and equalities

- inform learners about their right to say no, what consent really means and the nature of abuse and exploitation, teaching learners about the responsibility not to put others under pressure to engage in sexual activity.
- clarify their rights relating to equalities and also explain their responsibility not to discriminate or cause others distress based upon their sexual orientation, gender identity, belief, values or their personal choices relating to sex and relationships
- provide learners with information about their right to confidential advice and support with sex and relationships, including the responsibility to protect the sexual health of oneself and others

AIMS

TTAPA wants parents and learners to feel assured that SRE will be delivered at a level appropriate to both the age and development of learners, and they are safe to voice opinions and concerns relating to the sex education provision.

TTAPA aims to:

- ensure that the right provision is in place so that learners may have all the background knowledge they need to make informed decisions and responsible choices as they grow up;
- raise learners' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media;
- teach learners to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and emotional abilities, backgrounds and values of those around them;
- encourage learners to seek information or support, should they need it, both during their time at TTAPA and after.

ROLES & RESPONSIBILITIES

TTAPA staff will:

- ensure that they are up to date with our policy and curriculum requirements regarding SRE. Any areas that they feel are not covered or inadequately provided for should be reported back to the Head teacher
- attend and engage in relevant CPD sessions, group work and assemblies relating to sex education.
- encourage learners to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a learner comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to one of the Safeguarding Leads.
- provide regular curriculum feedback to the leadership team on their experience of teaching SRE and learner response.
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE activities to learners.

TTAPA Leadership Team will:

- ensure that SRE is age-relevant and appropriate across all year groups.
- ensure that the knowledge and information regarding SRE, to which all learners are entitled is provided in a comprehensive way.
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to learners.
- assist with the delivery of SRE.
- ensure that all staff are up to date with policy changes, and familiar with the school's policy and guidance relating to SRE.
- communicate freely with staff, parents and Governors to ensure that everyone is in understanding of the policy and curriculum for SRE, and that any concerns or opinions regarding TTAPA's provision are listened to, taken into account and acted on as is appropriate.

Governors will:

- review and ratify the policy regularly
- ensure this policy reflects the overarching principles of the Rowan Learning Trust policies, visions & values

Learners are expected to be:

- considerate of other people's feelings and beliefs. Learners who regularly fail to follow these standards of behaviour will be dealt with under the positive behaviour policy.
- encouraged and hopefully feel comfortable to talk to a member of staff, regarding any concerns they have relating to SRE. Staff must consult the Safeguarding Leads if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Parents are encouraged to:

- share the responsibility of SRE and support their children's personal, social and emotional development.
- create an open home environment where learners can engage, discuss and continue to learn about matters that have been raised through SRE activities.
- be vigilant and responsive to concerns relating to inappropriate material available or viewed on-line.
- seek additional support in this from TTAPA where they feel it is needed.

CURRICULUM: CONTENT & DELIVERY

There are 3 strands to TTAPA's SRE:

Attitudes & Values

- Learn the importance of values, individual conscience and moral considerations;
- Learn the value of family life, including committed stable, loving relationships and marriage for the nurture of children;
- Learn the value of love, care, kindness and respect;
- Consideration and understanding of moral dilemmas;
- Develop critical thinking as part of decision-making.

Personal & Social Skills

- Learn to manage emotions and relationships confidently and sensitively;
- Develop self-esteem, self-respect, empathy and compassion;
- Learn to make choices based on tolerance and understanding of difference with an absence of prejudice;
- Appreciate the consequences of choices/decisions;
- Manage conflict and rejection;
- Recognise and avoid exploitation and abuse.

Knowledge & Understanding

- Knowledge and understanding of physical development (at age appropriate stages);
- Understand human sexuality, reproduction, sexual health, emotions and relationships;
- Knowledge of contraception and the range of local/national sexual health services, contraception advice and other support services;
- Understand the reasons for delaying sexual activity and the benefits to be gained from such a delay;
- Avoiding unplanned pregnancy.

Science Curriculum

The following are taught as part of the statutory Science programme of study which is delivered by Science specialists.

Key Stage 1 should be taught:

- to recognise and compare the main external parts of the bodies of humans and other animals;
- that humans and other animals can produce offspring and that these offspring grow into adults ;
- about the senses that enable humans and other animals to be aware of the world around them.

Key Stage 2 should be taught:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- that the life processes common to plants include growth, nutrition and reproduction
- to make links between life processes in familiar animals and plants and the environments in which they are found

Key Stage 3 should be taught about:

- human reproduction (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 should be taught:

- the relationship between health and disease;
- about communicable diseases, including STIs in humans (including HIV/AIDS);
- the role of hormones in human reproduction;
- about hormonal and non-hormonal methods of contraception;
- about gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Emotional Literacy (including PSHE) Curriculum

The following topics are covered in Emotional Literacy and/or PSHE sessions which are age specific/appropriate and may be delivered by visiting healthcare professionals, guest speakers and/or TTAPA staff.

Primary Curriculum

- Personal hygiene eg brushing teeth, washing and brushing hair
- Self-esteem and positive self-image
- Healthy friendships and relationships

- Anti-bullying
- e-Safety and skills for staying safe online
- Physical development and preparation for puberty
- Puberty
- How a baby is conceived and born
- Different types of families

Secondary Curriculum

- Personal hygiene eg daily washing, using deoderant
- Puberty, contraception and teenage pregnancy; STIs including HIV/AIDS
- Support available from health services
- Self-image and positive body-image
- Self-esteem and self-confidence
- Anti-bullying, healthy friendships and relationships
- e-Safety including the dangers of sexting and the need to protect personal images and information
- Child sexual exploitation (CSE)
- Pornography and realistic & heathy relationship expectations
- Domestic and/or partner abuse and violence
- Substance misuse

Guest Speakers/Health Professionals

We may invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as the School Nurse Team) who can challenge learner's knowledge and perceptions. A teacher will be present throughout these sessions. Visiting speakers will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Parents or carers who have complaints or concerns regarding the SRE curriculum should contact the school.

EQUALITY

SRE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the anti-bullying policy and the positive behaviour policy.

Some topics may be delivered to single gender groups, as appropriate, to enable open discussion of sensitive issues specific to that gender.

SAFEGUARDING & CONFIDENTIALITY

We provide a safe and supportive community where learners feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all staff.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the child protection and safeguarding procedure will be followed.

Learners with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Safeguarding Lead to decide what is in the best interest of the child.

Dealing with Disclosures.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under the Sexual Offences Act 2003 involving a learner under 13 is very serious and should be taken to indicate a risk of significant harm to the child and must be passed on to the appropriate authorities immediately.

Any disclosure involving under 13's should always be discussed immediately with a Designated Safeguarding Lead, and under the Sexual Offences Act any form of sexual activity with a child under 13 is rape. Where a practitioner or member of staff is concerned that a learner is involved in any form of sexual activity there will always be reasonable cause to suspect that a learner is suffering significant harm.

Sexual activity with a child under 16 is also an offence in law. It is important that learners understand the law surrounding sexual relationships in their SRE lessons. Where a disclosure is made about a relationship that is consensual it may be deemed as less serious than if the learner were under 13, but may nevertheless have serious consequences for the welfare of the learner/s and there for needs to be passed on to the child protection designated officer.

Consideration should be given in every case of sexual activity involving a child aged 13-16 as to whether there should be a discussion with other agencies and whether a referral should be made to Children's Social Care Team by a Designated Safeguarding Lead.

The age of consent in the UK for learners in homosexual relationships is the same as the age of consent for learners in heterosexual relationships and all sexual relations must be assessed equally. It is essential that learners are treated equally regardless of their gender, gender orientation, sexual orientation, culture, religion, ethnicity, values system, physical and emotional needs and that the same considerations apply to all learners.

MONITORING

TTAPA is committed to ensuring that the SRE programme reflects the needs of our learners and is evaluated and monitored to ensure that the programme fulfils these needs. Delivery of SRE is monitored by the CLT and relevant heads of department/subjects.

During SRE lessons learners will use a number of methods of assessment, which will include self-assessment, group and peer assessment and plenary activities where learners will reflect upon learning objectives and success criteria. Evaluation by learners and staff takes place following lessons and is used to inform future planning.

TTAPA is committed to providing Continuous Professional Development (CPD) opportunities for staff members who teach SRE so they have skills and knowledge to provide SRE provision for our learners.

DRAFT

APPENDIX 1: PARENTS / CARERS' RIGHT TO WITHDRAW A CHILD FROM SRE

Section 405 of the Education Act 1996 enables parents/carers to withdraw their children from SRE other than the sex and relationships education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

If a parent/carer wishes to withdraw a learner from SRE they do so in writing to the Headteacher. When the headteacher receives such a letter they will invite the parents/carers to a meeting, at which the headteacher will explain clearly what TTAPA's policy is and will seek to accommodate the wishes and concerns of the parent/carer. If that is not possible the learner will be withdrawn from SRE and given an alternative programme of study where suitable work and supervision will be provided.

A paper copy of the SRE Policy will be made available to all parents/carers if requested

APPENDIX 2 : SUPPORT AGENCIES

For young people contact

ChildLine

ChildLine –

<http://www.childline.org.uk>

Telephone:

0800 1111

For help and advice for adults concerned about a child telephone: 0808

800 5000

NSPCC –

<http://www.nspcc.org.uk>

Websites for Access to Independent Advice & Support

<http://getconnected.org.uk/>

<http://teenchallenge.or.uk/>

<http://fpa.org.uk>

<http://nhs.uk/livewell/sexualhealth>

<http://www.relate.org.uk/advice>

<http://thisisabuse.direct.gov.uk/>

<http://thesite.org/>