



Sex and Relationship Policy 2016

Sex and relationship education (SRE) is the learning of social, emotional and physical aspects of growing up, relationships, sex, human sexuality and sexual health and prepares students for the opportunities, responsibilities and experiences of later life.

Sex and relationship education is delivered by staff and visitors who are informed, unbiased and support students to ensure they are ready for the physical and emotional changes they undergo at puberty and that they learn about safety and risks in relationships both on and offline.

We are committed to working with parents and carers to support students and their families and ensure that SRE is relevant and timely and develop a partnership which ensures students are well prepared and safer as a result of SRE delivered at Rose Bridge Academy.

SRE

- allows students the opportunity to offer views and opinions and input into the way SRE is taught
- is timely and relevant and taught gradually
- is delivered by people who are trained and confident
- information is medically and factually correct
- treats sex as a normal and pleasurable part of life
- increases their knowledge and understanding to make informed decisions and life choices
- enables them to develop positive relationships
- stay safe both on and offline

Is inclusive of difference and covers information on:

- healthy and unhealthy relationships
- equality
- pleasure
- respect
- abuse
- sexuality
- gender equality and consent
- on and offline safety
- consent
- violence
- exploitation
- identities

Values and attitudes underpinning the delivery of SRE at Rose Bridge Academy:

- mutual respect,
- the value of family life, marriage and of loving and stable relationships in bringing up Students
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and that violence and coercion in relationships are unacceptable

Health Literacy

We work with students to ensure they start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. By learning the words to describe feelings and emotions and the correct terms for parts of the body students have a greater confidence and are more likely to make more informed choices. Students who are happy in their relationships with peers and adults at school are likely to be better able to learn. By addressing a range of personal and social issues and providing information about where and how to get help, SRE supports students who face difficulties to get help and thus helps them to stay on track with learning.



The aim of SRE at Rose Bridge Academy is to increase students' knowledge and understanding at appropriate stages by:

- learning and understanding emotional and physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning how to resist unwelcome pressures to be sexually active
- learning how to avoid unplanned pregnancy and STIs including learning about contraception and infection avoidance
- learning about pregnancy and the choices available
- learning about the range of local and national sexual health advice, contraception and support services available
- understanding the legal aspects of sexual behaviour
- learning about the links between sexual health and alcohol
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning about the impact of coercion and violence and understanding that consent is critical.

Personal and social skills are developed through SRE by:

- learning to identify their own emotions and those of others
- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- communicating openly and respectfully about sex and relationships
- making and carrying out decisions
- developing an appreciation of the consequences of choices made
- coping with and resisting unwelcome peer pressure
- managing conflict
- learning how to identify risk,
- recognising and avoiding exploitation and abuse, and asking for help and accessing advice and services.
- helps students understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps students understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It will contribute to:

- a positive ethos and environment for learning
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Students want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship.

They:

- have a right to feel safe and healthy, and a right to education that helps them learn and achieve
- want parents and carers to talk to them about growing up and sex, and to learn about other people's views and opinions in school



- need help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence
- are naturally curious about growing up, how their bodies work and how humans reproduce
- are taught how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.
- understand the impact of a pernicious culture that reinforces stereotyped and gendered expectations for both boys and girls, including blaming victims of abuse.
- develop the skills for negotiating consent and managing the feelings associated with their experiences, and how to seek help and support if they need it.
- respect boundaries – their own and other people – helps students to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise.
- learn the correct biological/medical names for the genitalia and reproductive organs. having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – is vital for safeguarding.
- learn how to challenge one another's ideas and behaviour in non-confrontational ways, recognising the difference between aggressive and assertive responses.
- learn to recognise physical, sexual and emotional violence and how to get help if they need it.
- are provided with a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and for creating safe school communities and that no one is ever responsible for the violence or abuse they experience.

Inclusion

Rose Bridge Academy will ensure information is presented to ensure that all sexual identities are addressed in a positive and informative way and that young people gain information relevant to them regardless of their sexuality and that it addresses sexual health issues linked to the range of sexual behaviours and activities that people encounter whatever their sexual orientation. That the content, approach, and use of inclusive language reflect the diversity of the school community, and help each and every student to feel valued and included in the classroom. This in turn reduces the likelihood of sexist, sexual, homophobic and transphobic bullying occurring in part through addressing some of the underlying attitudes and values that underpin it.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Students with SEN and vulnerable students

It is important to recognize that there is a wide range of students who may need particular support because of their learning or physical disabilities or who have social and communication difficulties or other needs. Some parents and carers of students with special educational needs may find it difficult to accept their students' developing sexuality. Some students will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These students will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.



Pornography

SRE should enable all young people to understand pornography's influence on gender expectations of sex. It should build on earlier learning about relationships, the importance of communication in relationships, body image, stereotyping in the media, consent and gender, which begins in primary school with discussions about the importance of loving and respectful relationships. Students should understand that pornography shows a distorted image of sex and relationships, lack of communication about choices, sexual consent and contraception including 'perfect' bodies and exaggerated sexual prowess as well as violent and oppressive behaviours. Students must also learn that some pornography – child abuse images, for example – is illegal for any age.

Social Media and the Law

Students will be encouraged to think about what they want others to know and see about them – whether on or offline. Regardless of trends and changing technology the key issues of safety, privacy, peer influence and personal responsibility will be addressed. Students will learn about privacy and boundaries in the context of personal safety and abuse. SRE will cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. Students will know that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of them.

Visitors

Rose Bridge Academy will choose to work with partners to deliver sex and relationship education. These organisations will be carefully selected and their input will contribute to the overall SRE programme, as well as working within the academy's values framework and policies.

Follow up Information

Students will be provided with information in a variety of means to enable them to access support which includes young people's health services, LGBT youth groups and domestic violence and Crisis Centres.

Confidentiality

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for child protection under the academy's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Right of Withdrawal of Students from Sex and Relationship Education

Some parent/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parent/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parent/carers are welcome to review any SRE resources the school uses.



The requirements on schools:

- The Education and Inspections Act 2006 a duty to promote the well-being of their Students.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000
- All secondary schools are required to provide SRE which includes (as a minimum) information about HIV/AIDS and other STIs (Education Act 2002).
- Schools must teach the statutory requirements of SRE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, and reproduction and infection avoidance.
- Section 404 of the Education Act 1996 to have an up- to- date policy for SRE.
- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for that included in the National Curriculum