



Sex and Relationship Education Policy (SRE) for Secondary Schools

1. Name of School: The Farnborough Academy

Date of Policy: Summer 2018

Review date: Summer 2020

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000.

2. Description of the school:

The Farnborough Academy is an 11-16 years, mixed comprehensive school situated on Clifton Estate, south of Nottingham. Many of the pupils come from backgrounds of considerable social and economic disadvantage. The proportion of Pupil Premium is 53%. At present The Farnborough Academy has 1 statemented pupil and approximately 32% of the schools population are on the special educational needs register. Few pupils within the school come from ethnic minority background. The curriculum of the school has been created in response to the needs of the pupils who attend.

3. The Consultation Process Has Involved:

- Information to parents / carers
- Review of SRE curriculum with Deputy Head teacher
- Consultation with wider school community
- Consultation with curriculum leaders and SLT

4. What Is Sex and Relationship Education?

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care, along with Child Sexual Exploitation and staying safe online. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes concerned with sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

5. Principles and Values

In addition, The Farnborough Academy believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people

- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;

- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

6. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

7. Organisation and Content of Sex and Relationship Education

The Farnborough Academy specifically delivers Sex and Relationship Education through its Form Time Learning programme, Bright Days, Science lessons and RE at KS4.

Much of the Sex and Relationship Education at The Farnborough Academy takes place within Form Time Learning lessons. Tutors generally deliver the Curriculum with support from professionals where appropriate, such as the school nurse and other SRE specialists. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Students receive SRE as part of the FTL Programme of study in Years 7, 9 and 10, where teenage pregnancy, contraception, HIV, STI's and health/support surrounding SRE are addressed. Sex and Relationship education is also covered discretely in other PSHE units such as 'Anti-Bullying', 'Rights and Responsibilities', 'Prejudice and

Discrimination' and 'Drugs'. Child Sexual Exploitation is an integral part of the Year 7 and 10 FTL curriculum. During the CSE unit pupils discover the dangers surrounding various technologies and where and how they can report any problems, inside and outside of school. The Science National Curriculum is delivered by staff in the science department to students in Year 7. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. Contraception is taught as part of the KS4 AQA Religious Studies GCSE and is taught by subject specialists.

Each of the year groups has 1 BRIGHT day a year which is dedicated to Health Education. This day is age appropriate and develops by building on content each year. Students begin by considering relationships and establishing positive relationships with others and then move to look at sex education and the effects of building positive relationships with boyfriends / girlfriends. These sessions are evaluated by staff and students after each of the BRIGHT days have been delivered. This allows for the co-ordinator to address any issues and set an appropriate session for the next year.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the FTL co-ordinator who will help with planning or delivery lessons if required.

8. Inclusion

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 and action these where possible.

Students with Special Needs

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.

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.

9. Right of Withdrawal of Students from Sex and Relationship Education

Some parents 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. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

10. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure, however any necessary information will be passed to the schools designated safeguarding officer.

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 school's procedures.
- the young person will be properly signposted about where they can find confidential support, 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.

Through the school nurse and other key members of staff (including the PSHE co-ordinator), pupils are signposted towards confidential sources of support for relationships and sexual health issues in their area.

11. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the FTL Co-ordinator to oversee and organise the monitoring and evaluation of SRE, in the context of the overall school plans for monitoring the quality of teaching and learning. The FTL programme will be treated as a subject department in this exercise, under which all departments undertake a yearly self-evaluation exercise led by the School Management Group.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

12. Working with the Wider Community.

Whenever possible it is hoped to involve visitors and other outside agencies to help and support SRE provision within the school. This can be as part of the planning process as well as with the delivery of SRE. When visitors are used this is to compliment the SRE Programme, they will never be used to substitute or replace planned provision. When visitors and other outside agencies help and support in the delivery of SRE, there will always be the tutor present during the lesson / session.

Headteacher signature.....

Governor signature.....

Date