



CRAMLINGTON LEARNING VILLAGE

SEX AND RELATIONSHIPS POLICY

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Responsible Officer	Zoe Clay, PHSE Lead

SEX AND RELATIONSHIPS POLICY

It is a legal requirement for schools to provide Sex and Relationships Education. The Education Act (1996) has now been supplemented by Sex and Relationships Education Guidance (DfE 0116/2000) and the Learning and Skills Act (2000). The Equality Act 2010 and Ofsted Guidelines of April 2014 Exploring the school actions to prevent homophobic bullying have informed the production of this policy.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. It is also a legal requirement for schools to teach a balanced view of any political issue (Education Act 1996, Section 407)

It is compulsory for all maintained schools to teach some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary and secondary age.

There is also a separate requirement for secondary schools to teach about HIV and AIDS and sexually transmitted infections.

The broader topic of sex and relationships education (SRE) is currently not compulsory but is contained within non statutory PSHE education within the National Curriculum and is strongly recommended within Government SRE Guidance (2000).

All schools must provide an up to date policy which describes the content and organisation of SRE provided outside the Science Curriculum.

Sex and Relationship Education is lifelong learning about physical, sexual moral and emotional development. Good quality SRE is mindful of young people's early experience and is based on their development and expressed needs. It provides consistent messages, is ongoing and progressive, and supports children and young people's confidence as they move from childhood to adulthood. It involves acquiring information, developing skills and forming positive belief, values and attitudes which prepare students for adult life.

There are three key elements to SRE:

1. acquiring information
2. developing life skills
3. exploring attitudes and values

All three elements are closely inter-related.

1. Acquiring Information

Young people are entitled to clear and relevant information which is accurate and non judgmental. The content of SRE should address:

- what young people know already;
- what young people say they need;
- the emotional, biological, legal, social and cultural aspects of growing up, sexual development, sexual behaviour, sexuality and sexual health;
- the potential consequences of unprotected sex, for example, unintended pregnancy, young parenthood, abortion, and sexually transmitted infections, including HIV;
- the effect and impact of ignorance, prejudice, discrimination and stigma such as the effect on LGBT individuals.
- the advice and confidential support available to children and young people including leaflets, websites, help-lines and other health and support services in the area of Cramlington and on the school site.
- how they are able to participate in their own learning;
- Misconceptions about sex and relationships

2. **Developing Life Skills**

Young people are entitled to learn and practise key life skills which should include:

- emotional skills – managing emotions confidently, developing empathy for others, building emotional resilience and resourcefulness, developing independence of thought and behaviour and raising self esteem;
- social skills – developing and maintaining positive relationships with others, taking responsibility for their own and others’ emotional and sexual health;
- communication skills – learning to participate effectively, to listen and ask questions, express emotions, give opinions, challenge and to be challenged;
- negotiation skills – resisting peer pressure and ensuring that they get what is best for them, managing and resolving conflict, asking for what they want and not pressuring others;
- practical skills – caring for self and others, accessing support and advice;
- decision making skills – managing real life dilemmas, assessing risk, making informed choices and being able to act on them

3. **Exploring Attitudes and Values**

By exploring and challenging attitudes and values, children and young people can be helped to develop a positive attitude to sexual health and well being through:

- developing positive values and a moral framework that will support their decisions, judgements and behaviour;
- gaining an understanding of the range of different social, cultural, ethnic and religious frameworks and their value systems;
- developing a critical awareness of value systems represented in the media and amongst peers;
- recognising that prejudice, discrimination and bullying are harmful and unacceptable;

- understanding that sexual intimacy involves strong emotions, and should involve a sense of respect for one's own and others' feelings, decisions and bodies;
- understanding that all rights have responsibilities and all actions have consequences;
- recognising the value and right to active participation in their learning.
- Understanding the impact of homophobic bullying, anti-gay, derogatory language and name calling can have on individuals.
- Students are respectful and recognise the value of different families and same sex relationships.

HOW THIS WILL BE ACHIEVED – PROCEDURES AND PRACTICE

This will be achieved by:

- allocating designated time within the curriculum, e.g. Well Being Days or within the tutor programme or via cross curricular experiences such as experience weeks and within humanities and science;
- supporting the training needs of all staff who are expected to deliver SRE;
- working in partnership with Northumberland County Council, school nurse, parents, Teenage Pregnancy Team, voluntary and statutory young agencies, youth services and Stonewall.

The content will be taught by:

- establishing a safe learning environment in which open and non judgmental discussions about sex, sexuality and sexual health can be held;
- developing a group agreement to ensure acceptable boundaries for discussion that safeguard young people and professionals;
- ensuring the one-to-one work also acknowledges the need for boundaries and supportive frameworks;
- respecting the privacy and confidentiality of young people within the boundaries of child protection;
- linking SRE to information about advice services that young people can access;
- using a range of strategies including well-being days and tutor programme.

Cramlington Learning Village specifically delivers Sex and Relationship Education through its PSHE Programme, Humanities and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Cramlington takes place within PSHE lessons. Learning Guides generally deliver the PSHE Curriculum with support from professionals such as the Youth Service and other in house trained staff where appropriate. Learning Guides work closely with their Home Groups over a 5 year period 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 and have a good relationship with parents and carers through individual interviews. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although

the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. The PSHE Programme and Science National Curriculum is taught in every year. Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established through group agreements which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, staff 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 PSHE co-ordinator who will help with planning or delivery lessons if required. Staff training is given to staff delivering SRE education to students before sessions so that staff are up to date and fully aware of how discuss sensitive issues with students.

Resources will:

- be age appropriate and up to date;
- avoid racism, sexism, gender and LGBT stereotyping and discrimination;
- include positive images of a range of young people;
- conform to the legal requirements of SRE;
- encourage active and participatory learning methods

The needs of children with special educational needs will be met by:

- policy and programme involvement for those who teach young people with SEN;
- consideration of the needs of each young person;
- consultation with appropriate people including parents;
- appropriate training for staff working with young people with SEN

Practice will be reflected upon by:

- assessing what young people have learnt and understood;
- monitoring and evaluating the methods used to deliver SRE to ensure effective future planning

CONFIDENTIALITY AND ETHICAL ISSUES

This policy should be read in conjunction with the school's Child Protection Policy.

Consultation is an essential part of the programme planning process. Parents/carers can withdraw young people from non statutory parts of the curriculum only if they deem it necessary.