



# Chiltern Way Academy

Turning Futures Around

## **Sex and Relationship Education Policy**

**Responsibility for this policy (job title): Assistant Head**

**Responsibility for its review: CEO**

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## **CONTENTS**

<b>Introduction</b>	<b>3</b>
<b>Purpose</b>	<b>3</b>
<b>Aims</b>	<b>3</b>
<b>Policy</b>	<b>4</b>
<b>Science Key Stage 3</b>	<b>4</b>
<b>Personal development Key Stage 3</b>	<b>4</b>
<b>Key concepts</b>	<b>4</b>
<b>Key processes</b>	<b>4</b>
<b>Range and content</b>	<b>4</b>
<b>Science Key Stage 4</b>	<b>5</b>
<b>Personal development Key Stage 4</b>	<b>5</b>
<b>Key concepts</b>	<b>5</b>
<b>Key processes</b>	<b>5</b>
<b>Range of content</b>	<b>6</b>
<b>Teaching approaches</b>	<b>6</b>
<b>Confidentiality and advice</b>	<b>6</b>
<b>Parental partnership</b>	<b>7</b>
<b>Health professionals</b>	<b>7</b>
<b>Sexual identity and sexual orientation</b>	<b>7</b>
<b>Monitoring, review and evaluation</b>	<b>7</b>

## **Introduction**

Sex and Relationship Education is the 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. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation – this would be inappropriate teaching.

It has three main elements:

- Attitudes and values.
- Personal and social skills.
- Knowledge and understanding.

Chiltern Way Academy (CWA) acknowledges the importance of the PHSE: Personal Wellbeing Education in the total life of the Academy and is committed to the health and safety of its members. Underpinning any curriculum experience is the promotion of positive self-esteem and confidence, leading to the development of respect for self and others. Sex and Relationship Education at CWA is delivered to students in years 7 to 11 as part of the Personal Development Education programme and the National Curriculum Science topics. Effective communication and co-operation between the Academy and parents is essential to the successful implementation of this policy.

### **1. Purpose:**

- To enable students to grow into responsible young adults, accepting themselves and their responsibilities with confidence and positive self-worth and protecting themselves from the possible consequences of ignorance.
- To ensure that the requirements of the DCSF Guidance on Sex and Relationship Education are met.

### **2. Aims:**

- To develop an Academy wide approach to sex and relationship education in the context of both the formal and informal curriculum of the Academy, with particular reference to PSHE and Science.
- To provide accurate information about physical development at appropriate ages.
- To explore attitudes and develop skills in making decisions about relationships.
- To create an atmosphere in which students can learn to manage emotions and relationships confidently and sensitively.
- To develop a programme that considers the needs of all students, which may involve dealing sensitively and honestly with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

### **3. Policy:**

#### **Science Key Stage 3**

The Science curriculum requires that students know and understand:

- The human reproductive cycle includes adolescence, fertilisation and foetal development.
- Conception, growth, development, behaviour and health can be affected by diet, drugs and disease.

To support them through adolescence Sex and Relationship Education will be further developed through the Personal Development programme.

#### **Personal Development Key Stage 3**

##### **Key Concepts:**

- Recognise that healthy lifestyles, and the wellbeing of self and others, depending on information and making responsible choices
- Understand that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened
- Deal with growth and change as normal parts of growing up
- Understand that relationships can cause strong feelings and emotions

##### **Key Processes:**

- Use social skills to build and maintain a range of positive relationships.
- Use knowledge and understanding to make informed choices about safety, health and wellbeing.
- Know when and how to get help.
- Identify how managing feelings and emotions effectively supports decision making and risk management.

##### **Range and Content:**

- Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.
- The nature and importance of marriage and of stable relationships for family life and bringing up children.

## **Science – Key Stage 4**

The Science curriculum requires that students should be able to:

- Explain what sexual reproduction is;
- Explain why sexual reproduction leads to mixing up of genes;
- Explain how manufactured sex hormones can be used for contraception;
- Describe how reproduction is controlled by hormones;
- Explain how the menstrual cycle is controlled by hormones;
- Explain how manufactured sex hormones can be used to treat infertility in women;
- Discuss the social and ethical implications of IVF treatment.

Further preparation for adulthood will be delivered through the Personal Development programme and RE.

## **Personal Development Key Stage 4:**

### **Key Concepts:**

- Recognising that healthy lifestyles and the wellbeing of self and others depends on information and making responsible choices.
- Understanding that physical mental sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- Dealing with growth and change as normal parts of growing up.
- Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced.
- Understanding that relationships can cause strong feelings and emotions.

### **Key Processes:**

Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary:

- Identify how managing feelings and emotions effectively supports decision making and risk management.
- Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations.
- Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

### **Range of Content:**

- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.
- The roles and responsibilities of parents, carers, children and other family members.
- Parenting skills and qualities and their central importance to family life.
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.

### **Teaching approaches:**

- A variety of approaches are used to give students relevant information; to enable moral issues to be explored in discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.
- Details of the Personal Development and science programmes are available on request.
- Students are taught in mixed ability groups. When there is specific need, arrangements will be made to teach students in appropriate groups.

### **Confidentiality and advice:**

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. All adults will adhere to the following procedures:

- *Disclosure or suspicion of possible abuse* – the Academy’s child protection procedures will be invoked.
- *Disclosure of pregnancy or advice on contraception* – it is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the Academy and that they will be supported. Professional information and guidance will always be sought from a health professional. The Academy will always encourage students to talk to their parents/carer first:
  - Students should be asked whether they can tell their parent(s)/carer and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s)/carer. It will need to be checked.
  - If students refuse to tell their parent(s)/carer, the adult should refer them to a health professional.
  - The adult should report the incident to the Headteacher who will consult with the health professional adult about informing parent(s)/carer.

### **Parental Partnership:**

The Learning and Skills Act 2000 requires parents have the right to withdraw their child from all or part of Sex and Relationship Education provided outside national curriculum science. Parents wishing to exercise that right are asked to make an appointment to meet the Head of Personal Development or Head of Science to discuss the issues, they are under no obligation to do so. Once a child is withdrawn they cannot take part in later sex education without parental approval. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.

### **Health Professionals:**

Delivery of Sex and Relationship Education is not the sole responsibility of Academy. A range of people in the wider community including health professionals, social workers and youth workers also provide elements of sex and relationship education. People in the wider community have much to offer at all levels of planning and delivering sex and relationship education, bringing a new perspective and offering specialised knowledge, experience and resources. Health professionals who are involved in delivering programmes are expected to work within the Academy's Sex and Relationship Policy and on the instructions of the Headteacher. However, when they are in their professional role, they should follow their own professional codes of conduct.

### **Sexual Identity and Sexual Orientation:**

We aim to make sure that the needs of all students are met in their programmes of study. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

### **4. Monitoring, Review and Evaluation:**

- The Assistant Head, Curriculum and Teaching, Head of Personal Development and the Head of Science will monitor sex and relationship education.
- The full policy will be given to all parents when their child enters the Academy.
- A nominated Governor will have a link role between the Academy and the Governing Body.