

TARLETON ACADEMY

Sex and Relationship Policy

Purpose of this policy

- Clarify the legal requirements and responsibilities of the school
- Reinforce and safeguard the health and safety of students and others who use the school.
- Clarify the school's approach to SRE for all staff, students, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing, implementing and monitoring the SRE programme.
- To reflect the need for clear, consistent and balanced approach to education.

Tarleton Academy provides a Sex and Relationship Education programme as part of the Personal, Social and Health Education (PSHE) Curriculum in Year 7 through to Year 11. The PSHE Co-ordinator adhering to "Best Practice" and in consultation with governors, students and parents is responsible for the content.

The aims of the programme are as follows

- To discover what students know, understand, think and feel and to identify their needs.
- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- To dispel myths and stereotypes, whilst providing students with up-to-date and accurate information.
- To enable students to understand the impact of external factors, such as media, internet, peer groups and remain independent decision-makers
- To enable students to know what is and what is not legal in matters relating to sexual activity
- To support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality. Students are provided with the knowledge that is necessary for them to live a healthy life and upon which to make informed, responsible decisions.
- To teach the physical aspects of the programme in a way that encourages students to consider the importance of self-control, dignity and respect for themselves and others.
- To give positive regard to the family unit, stable relationships, loving and caring parenthood and the sharing of roles and responsibilities.
- To establish a positive framework for sexuality, exploring feelings and emotions and enjoying confidence in one's own individuality.
- To support young people in a growing understanding of their gender in order that they should feel comfortable with their own identity and secure in their relationships.
- To engage young people in the exploration of the broader issues of gender and equal opportunities.

- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- To provide up-to-date information on Sexually Transmitted Diseases including HIV and to help students adopt sensible attitudes towards the disease and towards those people who suffer from the disease.
- To dispel misconceptions and misinformation.
- To enable students to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or social activities commence.
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- To recognise the value of intimacy in loving and caring relationships.
- To understand the value of family life, the implications of parenthood and the needs of the very young.
- To understand and respect the varied cultural and religious influences on individual sexuality.
- To develop skills in personal relationships, for example, communication, assertiveness, decision-making and problem-solving.
- To help children affirm their rights, to be able to resist unwanted touching or advances and to communicate about such matters.
- To develop awareness of sexual identity, to challenge sexism, stereotyping and prejudice in society and to promote equal opportunities.
- To develop growing understanding of risk and safety and the motivation and skills to keep themselves safe.
- To be aware of sources of help and to acquire the skills and confidence to use them.

Philosophy

Sex and Relationship Education is an ongoing process, which includes the development of skills and the exploration of attitudes and values as well as the presentation of factual knowledge. Like all other learning it is gradual and developmental and matched to the young person's maturity, stage of development and needs.

Education about relationships and sexuality begins at birth and continues throughout life. Curriculum continuity is a vital element in the learning process and good practice in the Primary Phase should be recognised and built upon. Young people are interested in themselves, their bodies and their relationships and a planned Sex Education programme from Year 7 onwards, enables students to understand and value themselves, as well as develop positive attitudes and values towards sexuality.

Sex and Relationship Education encourages the developing adolescent and the maturing student to gain awareness of, and respect for, themselves and others. It encourages the development of positive self-esteem, which will help young people respond to, and cope with, the challenges of personal growth. It empowers young people with the awareness of the personal choice which growing up will present to them and seeks to prepare them to make responsible decisions.

Parental Choice

The Government has given parents the right to withdraw their children from Sex and Relationship Education lessons. We hope that our course will enhance the sex education that students receive at home and that parents will appreciate that sex education forms a valuable part of the school curriculum as any other health-related topic.

Parents are informed via the school prospectus and website that Sex and Relationship Education is part of the curriculum. A letter will be sent home to parents before the Sex and Relationship Education unit is to be taught, informing them of the topics to be covered. This is the opportunity for parents to withdraw their child from Sex Education lessons and a letter from the parents is required if this is to be the case. Specific arrangements are made for the supervision of students who are withdrawn from aspects of the SRE programme and alternative work is set. It is a statutory requirement of the Science KS3 National Curriculum to teach Human Reproduction and therefore students cannot be withdrawn from Science lessons teaching this subject.

There will be occasions when Sex Education lessons may lead a student to raise a sensitive issue that has not been anticipated in the lesson content. The staff teaching Sex Education will be expected to deal honestly with any question that arises only if they are comfortable in doing so. If a sensitive issue of a sexual nature arises in another subject area then the guidelines within this policy will apply.

Occasionally students to seek advice on sexual issues from teachers. Parents and students should be aware that teachers cannot, and should not, guarantee confidentiality to children about information they may disclose. If a student approaches a member of staff with a personal issue then the member of staff will inform the student that they cannot guarantee confidentiality. If the problem is related to the well-being of the child, then the member of staff will refer the matter to the Head teacher or another member of the Senior Leadership Team. If a student seeks advice about a sexual matter a member of staff cannot give advice but they may refer the student to the school nurse. Members of staff will always encourage students to discuss sexual matters with their parents.

Parents should be aware that, in law, doctors and nurses - including the School Nurse - are under no legal obligation to disclose to parents information about their children's sexual questions, activities or choice of contraception. We would expect children to be advised by medical staff to discuss such matters with their parents.

Adults other than Teacher Experts

At times during the students' school career, we will invite expert advisers to complement the sex education programme. These visitors will always discuss the content of their lesson with a member of our staff prior to their visit and will be accompanied in the lesson by a member of Tarleton Academy staff.

Organisation of the Programme

It is envisaged that Sex and Relationships Education will be taught in Years 7 - 11 as part of the PSHE Programme in each year.

The course will be taught by staff who are comfortable with the subject matter and wherever possible will have received prior training in the delivery to young people. Health professionals may also be utilised to deliver specific content if necessary.

SEE QCA guidance on PSHE SRE

SEX AND RELATIONSHIP EDUCATION

Course Outline

KEY STAGE 3 (KS3)

Year 7

- What is it like to be a teenager
- The Changing Body & Puberty
- Menstrual Cycle
- Relationships
- Personal Hygiene
- Self-image
- Conception
- Contraception

Year 8

- The Law
- Assertiveness and Safety
- Contraception
- Stereotyping
- Sexual Language
- Sexual Health

Year 9

- Sexuality
- Relationships
- Being Assertive
- Assessing Risks and Making Decisions
- Family Planning and Contraception
- Sexually Transmitted Infections
- Myths and Misconceptions

KEY STAGE 4 (KS4)

Year 10

The above and:

- Assertiveness & Safety
- Moral Attitudes
- Sexual Stereotypes
- STD's, STI, HIV, AIDS,
- Contraception
- The Law

Year 11 revisit the following issues:

- Assertiveness
- STD's, STI, HIV, AIDS,
- Contraception
- Parenting
- Knowing your own body

For all year groups, throughout the scheme of work, where to go for help and advice will also be discussed.

A more detailed breakdown of the content along with reference to resources is available in the PSHE scheme of work.

Adopted by the Governing Body

Dated: January 2010