

**TRINITY ACADEMY NEWCASTLE**

**SEX AND RELATIONSHIPS EDUCATION  
POLICY**

**Approved by the Curriculum Committee – October 2016  
On behalf of the Governing Body  
Next Review Date – October 2017**

## **1. Introduction**

The Sex and Relationships Education Policy has been developed in accordance with the current requirements of the law, taking into account the Children's Act 1989, 2004 and 2006 as well as the Education Act 1993 and 2002. This policy is a working document which provides guidance and information on all aspects of Sex and Relationship Education in the Academy for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### **Definition of Sex and Relationship Education**

Sex and Relationship Education (SRE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Sex and Relationship Education has three main elements:

#### **Attitudes and values**

- Recognition of the value of family life, stable and loving relationships, including marriage and civil partnerships;
- Relationships for the nurture of children;
- Respect for self and others;
- Exploration of moral dilemmas;
- Development of critical thinking.

#### **Personal and social skills**

- Self-confidence, self-esteem and empathy for others;
- Managing emotions and relationships confidently and sensitively;
- Skills of choice to manage responsibility.

#### **Knowledge and understanding**

- Emotions and relationships;
- Physical development;
- Sexuality, reproduction, sexual health;
- Information on local and national contraception and sexual health services;
- Reasons for delaying sexual activity;
- The avoidance of unplanned pregnancy.

Trinity provides a setting in which students can be offered appropriate teaching about Sex and Relationship Education. The purpose of SRE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. The SRE programme reflects Trinity's ethos, is supported by its mission statement and encourages the school's values to ensure that all students:

- Have respect for self;
- Have respect for others;
- Take responsibility for their own actions;

- Share responsibility for their family, friends, schools and wider community;
- Receive their sex education in the wider context of relationships;
- Are prepared for the opportunities, responsibilities and experiences of life;
- Develop positive attitudes to sexuality.

## **2. Trinity's SRE Provision**

Sex Education at Trinity is taught across all year groups up to and including Year 11 students as part of the core curriculum through Science, PSHE, PSD, SMSC and Citizenship.

Initial conversations about sex and relationships often happen at home, offering young people the opportunity to receive their education from their parents/ carers and families, with school and other adults building on this later. However, many parents/ carers find it difficult to talk to their children about sex and relationships so Trinity's programme is designed to support and complement the role of parents and carers who have the prime responsibility in this sensitive area.

### **Summary of Programme Content**

The main aims of the Sex and Relationships education programme are primarily to appreciate the values of family life and to promote the benefits of happy healthy relationships. Students are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. At Trinity this is currently delivered through an accredited GCSE in Child Development and Care as well as supported throughout PSHE and PSD. Students are educated in the importance of behaving responsibly and respectfully in sexual matters. Moral and ethical issues are presented and discussed. At Oakfield these sessions are to be delivered to a targeted group in conjunction with Teenage Kicks and School health.

This particular programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Students receive information about sexually transmitted infections including HIV and AIDS and the importance of practising safe sex. Students receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour including rape and consent.

Students are made aware of people and places they can go to for appropriate help or advice. Again on the Oakfield site this is carried out in conjunction with the other agencies listed above.

### **Topics Delivered through the Sex and Relationships Education**

The Key Stage 3 National Curriculum for Science in Year 7 looks at the physical and emotional changes that take place during adolescence as well as the biology of human reproduction which includes the study of the menstrual cycle and the process of fertilisation.

In year 9 the science curriculum covers the growth and reproduction of bacteria and how the spread of viruses can affect human health.

In year 10 the Science Programme of Study may include the knowledge and understanding of the effect of sex hormones and how sex is determined in humans. The medical use of hormones to control and promote fertility is also discussed.

The PSHE programme will include the following topics within each year group:

Year 7: Puberty and Menstruation; Personal Hygiene

Year 8: Relationships, the family, sexual relationships, the legal implications and the practise of safe sex

Year 9: Contraception and sexual relationships. Sexually transmitted infections

Year 10: Testicular cancer, ovarian cancer, cervical cancer and breast cancer and the importance of health screening delivered in conjunction with school health.

Year 11: Abortion and the termination of pregnancy; the ethics surrounding these issues.

Sexuality and family life.

What is involved in parenthood

The ethics of sexual behaviour and what consent means.

The CACHE child development and care explores sensitive topics such as child abuse, as well as informing young people of the rights of a parent and what to expect when they become a parent.

All pupils receive a block of dedicated lessons to risky behaviours associated with drugs and alcohol especially in relation to sexual activity.

### **Methodology and Approach, including Explicitness and Delivery of Controversial Topics**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions and also learn to respect those others may have a different opinion. Staff should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers present the course information with a sense of openness and that the opportunity for students to ask questions is there. Questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. Trinity believes that individual teachers must use their skill and discretion in this area and refer to the named person responsible for Child Protection if they are concerned.

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

Trinity School believes that SRE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender identity, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. All Trinity staff has received training my MESMAC on Same sex parenting and homophobic bullying.

### **Information on Contraceptives**

The teaching about contraception should be carried out in a candid and straightforward manner with students being given non-biased information about various forms of contraception. Staff should not give advice to individuals – advice can only be given through the appropriate external agency e.g. School Health Advisers (SHA) and Teenage Kicks.

### **Inclusion Statement**

At Trinity we have a commitment to ensure that our SRE programme is relevant to all students; that it takes on board their family, cultural and social backgrounds, is sympathetic to their individual needs, embraces their individualities

and particularities and is taught in a way that is age and, more significantly, *stage* appropriate.

### **Equal Opportunities**

Sex and relationships Education will be delivered equally to both genders although it is recognized that there is a gender imbalance within Trinity and lessons are often male dominated. Teachers should therefore ensure that girls are not overlooked, balance is achieved and inequality is obsolete. There are certain topics however which may be taught in single sex groupings e.g. Menstruation.

### **Evaluation, Assessment and Reporting to Parents/Carers**

Evaluation and assessment including self-assessment are an integral part of SRE. A comment on a student's progress in SRE will be given to parents/carers on request. Trinity's 'open door' policy gives parents and carers the opportunity to discuss SRE related issues with the relevant staff at any time.

### **3. Partnership with Parents/Carers**

Most of a student's informal sex and relationship education occurs within the family and the Trinity's programme will compliment and build on this in cooperation with parents and carers. Parents and carers have the right to withdraw their child/children from all or part of the Sex and Relationships Education programme which is not included in the Programme of Study for the Science National Curriculum. Any parent or carer wishing to withdraw a child from the programme should inform the Principal in writing of their decision. Those parents/carers who do exercise their right to withdraw their child will be invited into school to see the site Head who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Students who are withdrawn will be accommodated separately and will be set appropriate, alternative work to complete.

SRE is also delivered to targeted vulnerable groups with the assistance of specialized groups such as Teenage Kicks.

### **4. Confidentiality and Child Protection**

All members of staff and external visitors who work with our students will be furnished with a copy of our SRE Policy and our Child Protection Policy. Any SHA working within Trinity will be guided by the Fraser Guidelines which provide guidance for health professionals. (Details of these are provided in the DfEE document 0116 Sex and Relation Education Guidance (July 2000).

The Principal or the named person for Child Protection will have a discussion with any health professional or other adult before they start work with our students. This is to ensure they are familiar with

Trinity's policies and expectations regarding correct practice, including those that may relate to Child Protection Matters.

Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Staff should ensure that students understand that they are not in a position to guarantee confidentiality. Staff should ensure they are fully aware of Trinity's procedures in dealing with Child Protection issues.

**Signed on behalf of the Governing Body:**



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**Ann Calder (Chairperson of the FGB)**

**Date: 04.10.2016**

**Minute Reference: 04.10.2016**