

**TRINITY ACADEMY
NEWCASTLE TRUST**

SEX AND RELATIONSHIP

**Approved by the Committee – October 2018
On behalf of the Board
Next Review Date – October
2019**

Introduction

The Sex and Relationships Education Policy has been developed in accordance with the current requirements of the law, including the 2017 motion to place SRE and health education as a statutory obligation, 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 (SRE) in the Trust for staff, parents/carers and the Board of Directors. 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 Learners. 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. See "A Curriculum for Life" by Jonathan Baggaley.

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 or civil partnerships,
- Relationships for the nurture of children;
- Respect for self and others;
- Exploration of moral dilemmas;
- Development of critical thinking.
- Positive relationships including domestic abuse

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;
- Gender and gender identity
- Information on local and national contraception and sexual health services;
- Reasons for delaying sexual activity;
- The avoidance of unplanned pregnancy.
- Consent and the law

The Trust provides a setting in which learners can be offered appropriate teaching and learning about Sex and Relationship Education. The purpose of SRE is to assist learners 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 the Trusts ethos, is supported by its mission statement, and encourages the Trusts values to ensure that all learners:

- Have respect for self;
- Have respect for others;
- Take responsibility for their own actions;
- Share responsibility for their family, friends, Trusts 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, gender and gender identity, and LGBTI+

SRE Provision

Sex and relationship Education at the Trust is taught across all year groups up to and including Year 11 learners as part of the core curriculum through Science, PSHE, PSD, PREPARE 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 the Trust and other adults building on this later. However, many parents/ carers find it difficult to talk to their children about sex and relationships so the Trust 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 SRE programme are primarily to appreciate the values of family life and to promote the benefits of happy healthy relationships. Learners are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. At the Trust this is currently delivered through an accredited GCSE in Child Development and Care as well as supported throughout PSHE and PSD lessons and activities. Learners are educated in the importance of behaving responsibly and respectfully in sexual matters. Moral and ethical issues are presented and discussed. At Oakfield/ New Bridge these sessions are to be delivered to targeted groups in conjunction with Teenage Kicks and NHS 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. Learners receive information about sexually transmitted infections including, but not limited to, HIV and AIDS and the importance of practising safe sex. Learners 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.

Learners 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 external agencies such as Teenage Kicks and NHS Health.

Topics Delivered through 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 and diseases can affect human health. In Year 10 the Science Programme of Study develops 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 and PSD programmes 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 NHS health.
- Year 11: Abortion and the termination of pregnancy; the ethics surrounding these issues. Sexuality and family life. What is involved in parenthood and the ethics of sexual behaviour and what consent means.

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

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

Learners may also be provided with SRE and guidance as appropriate and when the need arises in response to their behaviours or questions or teacher observations.

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 learners 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 learners to ask questions is there. Questions are answered with consideration given to the age and maturity of the learner concerned. Questions do not have to be answered directly, and can be addressed individually later. The Trust 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

The Trust believes that SRE should meet the needs of all learners 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 Trust staff has received training by MESMAC on Same Sex Parenting and Homophobic Bullying. Staff received updated training on LGBTQI+ issues and Gender.

Information on Contraceptives

The teaching about contraception should be carried out in a candid and straightforward manner with learners 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. NHS Health Advisers (SHA) and Teenage Kicks.

Inclusion Statement

At the Trust we have a commitment to ensure that our SRE programme is relevant to all learners; 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 the Trust and lessons are often dominated by male learners. Teachers should therefore ensure that female learners 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 learner's progress in SRE will be given to parents/carers on request. The Trust 'open door' policy gives parents and carers the opportunity to discuss SRE related issues with the relevant staff at any time.

Partnership with Parents/Carers

Most of a learner's informal sex and relationship education occurs within the family and the Trusts 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. All parents and carers are informed when a learner is participating in a specific SRE study programme for example "Teenage Kicks". The content of the course is discussed and an opportunity is provided to discuss any concerns or worries. Any parent or carer wishing to withdraw a child from the programme should inform the relevant Head of School in writing of their decision. Those parents/carers who do exercise their right to withdraw their child will be invited into the Trust to see the Head of School 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 Trust SRE programme or who wish to deliver SRE to their children at home.

Learners 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 specialised groups such as Teenage Kicks.

Confidentiality and Child Protection

All members of staff and external visitors who work with learners will be furnished with a copy of the SRE and Child Protection Policy. Any SHA working within the Trust 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 Head of School or the named person for Child Protection will have a discussion with any health professional or other adult before they start work with our learners. This is to ensure they are familiar with the Trust 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 all staff must be aware of the procedures for reporting their concerns. Staff must ensure that learners understand that they are not in a position to guarantee confidentiality. Staff should ensure they are fully aware of the Trust procedures in dealing with Child Protection issues.

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read 'P. J. Carter', with a long horizontal stroke extending to the right.

Peter Carter (Chairperson of the Board)

Date: November 2018