



**NORTH NORFOLK ACADEMY TRUST**

# **Sex & Relationships Policy (Relationships Education, Relationships and Sex Education from September 2019)**

**Sheringham High and Stalham  
High**

**Review frequency:** Every three years  
**Last reviewed:** 2018 (Suggest a review December 2019)



## THE CONTEXT

The 1996 Education Act and the National Curriculum (2008) consolidates all relevant previous legislation and states that all secondary schools are required to provide an SRE Programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DCSF Sex and Relationship Education guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions. The above is currently being reviewed and new guidelines will come into force from September 2019.

This policy sets out the approach to RSE for the two co-educational comprehensive schools within the NNAT; Sheringham High School an 11-18 school and Stalham High School an 11-16 school whose aims:

- ensure that all students are accorded equal regard and equality of opportunity;
- help all students to acquire respect for religious and moral values and an unprejudiced view of other ethnic groups, religions and ways of life;
- encourage the personal, social and moral development of every student including the nurturing of self-discipline, self-respect a respect for others and the human and natural environment;
- create a caring community, exercising concern and respect for the safety and welfare of others;
- promote student and staff well-being;
- enable all students to fulfil their educational potential and to pursue excellence in preparation for work and leisure;
- position the school at the heart of the community.

Our policy on Behaviour and Inclusion highlights our intention to preserve an environment within the school where students may work purposefully and feel secure, happy and confident, and where relationships between staff and students, and between students themselves, are based on mutual respect and tolerance.

Governors intend that the Relationships and Sex Education Policy contribute to these aims and aspirations.

The starting point for RSE across the High Schools is the liaison with feeder schools managed by a Senior Teacher. We view RSE as part of progression in students' own understanding and personal development.

## AIMS

In line with Norfolk Local Authority, the school takes the view that honest, sensitive and morally responsible RSE is relevant and necessary for young people. RSE ought to be an educational entitlement of all students and an integral part of each student's emergence into adulthood.

In considering the content and methodology of our sex education programme we aim to:

- encourage personal responsibility in all forms of behaviour;
- encourage self-esteem;
- encourage respect and consideration for others;
- providesupportandinformationforyoungpeopleandtheirparentsorcarers.

The school teaches RSE within a whole school context that insists on the importance of personal self-respect and mutual respect for others. We aim to develop students' values, attitudes and personal skills to enable them to make sensible decisions. Homophobic attitudes will be challenged along with derogatory comments and unacceptable language.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- recognise, understand and build healthy relationships, including self – respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict
- recognise unhealthy relationships
- understand the meaning of different relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- understand the concerns around child sexual exploitation and abuse
- understand how to stay safe on line
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infections including HIV;
- understand how relationships may affect health and well-being, including mental health
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships.

## CONTENT

The school's RSE programme is designed to provide knowledge and information and to encourage the acquisition of skills and attitudes, which will allow students to manage their lives in a responsible and healthy way.

### Knowledge and information

In Years 7 to 11 these topics will be covered in the Philosophy & Ethics course.

Puberty; personal safety including safety on the internet; friendship and love; family life and relationships; conception and birth; contraception; HIV/AIDS and other sexually transmitted diseases; helping agencies; sex and the law; life stages; birth processes; abortion; genetic inheritance; parenthood; sexuality and sexual lifestyles.

Students are provided with materials in the form of appropriate government leaflets that they are given to take home and read. They are encouraged to discuss related issues with their parents or carers.

### Values and beliefs

As well as acquiring knowledge and information, students will be encouraged to consider the importance of these particular values, which are derived from the school's Aims set out in its Annual Prospectus:

- Respecting and valuing themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the school, their family and the wider community.

## Skills and Abilities

Students will be helped to develop the following social and personal skills:

- The making and keeping of positive relationships;
- The ability to say 'no' and the ability to accept rebuttal;
- The ability to examine an issue and make a balanced judgement;
- Recognising and using opportunities to develop a healthy lifestyle.

## ORGANISATION

### Co-ordination

RSE is taught as part of the Philosophy & Ethics course and on bespoke RSE days as appropriate to each high school. Therefore, RSE is taught in a context that holistically extends to the development of a student's values, attitudes and personal skills. It is co-ordinated by the Deputy Headteacher for Guidance and Support in conjunction with the Head of Philosophy and Ethics and the School's Personal Adviser.

### Delivery

Delivery is through specially planned SRE lessons within the planned schemes of work. The programme is further enriched by those aspects of Sex Education taught in the Science Curriculum.

### Deployment of staff

Training will be available for those teachers involved in delivery of RSE.

### Teaching Approaches

A variety of approaches will be used to give students relevant information; to enable moral issues to be explored through discussion, and to help students to acquire appropriate skills and attitudes. Use is made of examples from teenage magazines and the wider media, as important sources of information that are considered to have a significant impact on shaping attitudes.

### Student Groupings

Students will be taught within their normal Philosophy & Ethics groups during curriculum time or mixed ability groups on SRE days when visitors with specific expertise within this field are invited in to deliver aspects of SRE. The schemes of work and lessons are designed to be relevant to the needs of both boys and girls. The importance of parenting skills for both genders is also considered.

### Resources

The team of teachers will draw upon materials from a wide range of agencies. Materials used in Philosophy & Ethics and in Science lessons will be in accord with the programmes of study and schemes of work in those subjects.

### Inclusion

*Ethnic and Cultural Groups:* We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

*Students with Special Needs:* We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice as appropriate.

*Sexual Identity and Sexual Orientation:* We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **SPECIFIC ISSUES CONCERNING SRE**

### **Confidentiality**

If disclosures are made that give cause for concern, students will be made aware that some information cannot be held confidentially and they will be made to understand that certain actions will necessarily follow. (Our Child Protection Policy elaborates on this). At the same time, students will be offered sensitive and appropriate support.

### **Disclosure or suspicion of possible child abuse**

The school's Child Protection Policy and procedure will be invoked.

### **Disclosure of pregnancy**

If a member of staff is told of a pregnancy, the student should be advised to tell her parent/carer. If parents/carers are made aware, subsequent responsibility lies with them. Staff may wish to offer help to the student in communicating with parents or carers. In any event, knowledge of a student pregnancy should be treated sensitively and support offered the student. If a student does not wish to tell her parent/carer, the member of staff should refer to a health professional. In all cases, the Deputy Headteacher (Student Support & Guidance) should be informed.

### **Notification to parents or carers**

The schemes of work for SRE can be inspected together with lesson based materials by appointment. Parents or carers have the right in law to withdraw their children from such lessons. Information about RSE days will be published on the website and via Parent Mail prior to the lessons taking place.

### **Family values**

The value of family life is an important topic which will be approached largely through a consideration of the quality of relationships between individuals with an emphasis on stability, respect, caring and support. The wide variety of types of families that offer this quality will be reflected. Such variety includes separated families, extended families, fostering and public care.

### **Controversial issues**

The RSE programme will seek to give students information on matters such as contraception and sexually transmitted diseases. Teachers will aim to present factual information in an objective and balanced way, with students being encouraged to consider their attitudes and values within a structured moral framework.

### **Complaints Procedure**

Any complaints about the RSE programme should be directed in the first instance to the Head of Philosophy & Ethics. Beyond this, the school's normal complaints procedure should be followed. Details of this are published on the website.

### **Parental Rights**

Under the Education Act 1993, parents or carers have the right to withdraw their children from all or part of the SRE programme (beyond the Science curriculum). Parents or carers wishing to exercise that right will be asked to inform the Headteacher in writing. Once a child has been withdrawn from the SRE programme at the instigation of parents or carers, he or she will not be able to take part in further lessons without written permission.

#### Monitoring and review

All aspects of sex education within the school will be monitored by senior teaching staff and the Head of Philosophy & Ethics.

#### Dissemination of the policy

The Policy is available on the website.