



Staffordshire University Academy		Academy Policy Document			
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Policy Owner:	Assistant Principal	Page: 1 of 4			
Audience:	Staff	Students	LAC	Parents	

Sex and Relationship Education Policy

Context

Sex and Relationship Education provides an understanding that positive caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes, which allow students to manage their relationships in a responsible and healthy manner.

Rationale

The Education Reform Act 1993 states that the education we offer our students must:

- be balanced and broadly based
- promote the spiritual, moral, cultural, mental and physical developments of students at the school prepare students for the opportunities, responsibilities and experiences of adult life.

It is a reasonable expectation that children should understand basic factual information about their bodies. Staffordshire University Academy will provide work beyond basic factual information. This will offer opportunities for challenging the often mixed and confusing messages which may occur. Children are naturally inquisitive and for some, school may be the only place for them to ask questions and receive appropriate replies to what is often a taboo area. We believe this may help avoid some possible misinterpretations, misinformation and myths, which often exist in areas of sex education. We accept that our students may have widely varying needs, but we support the belief that all children need to be able to make informed healthy decisions about themselves to become confident, independent individuals who are able to accept the rights and responsibilities of society.

The government also released an updated policy statement with regards to relationships education, relationships and sex education, and personal, social, health and economic education on March 1st 2017. This can be viewed [here](#).

Staffordshire University Academy aims to:

- foster the development of responsible citizens, responsible for themselves and others
- develop close links with the community and external agencies
- provide an appropriate curriculum
- prepare our students for adult and family life
- develop responsible, tolerant, citizens
- develop inter-personal skills

- promote moral issues and the development of personal morality
- provide equal opportunities for all
- provide a safe, orderly and motivating environment.

Aim

To support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships.

Objectives

- discover what our students know, understand, think and feel and to identify their needs
- create a programme for progressive and differentiated learning which caters for students' needs and is sensitive to individuals and groups
- encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions
- generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- counteract misleading myth and folklore and false assumptions of 'normal' behaviour
- enable our students to be aware of variations in rates of growth and development (physical, emotional, social) and when puberty may commence
- provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes
- recognise the value of intimacy in loving and caring relationships, particularly within the family unit; understand the implications of parenthood
- develop skills in personal relationships, for example, communication and assertiveness;
- develop skills in decision-making and problem-solving
- help our students to affirm their rights to be able to resist unwanted touch or advances and to communicate about such matters
- develop a growing understanding of risk and safety in sexual relationships and the motivation and skills to keep themselves safe
- be aware of sources of help and to acquire the skills and confidence to use them.
- offer an inclusive, equal and inspiring environment for lesbian, gay, bisexual, pansexual and trans people.

Principles of Curriculum Organisation and Management

Sex Education at Staffordshire University Academy is delivered as an integral part of the curriculum from Years 7 to 11 and is developed within the framework of a co-ordinated curriculum. Key aspects are also supported through Global Values programme. This policy should be read in conjunction with both the Science and Religious Education schemes of work.

Parliament, under section 241 of the Education Act 1993 has established the legal framework for schools to follow. The legislation 5/94, regarding sex education acknowledges that parents have a right to withdraw their children from all or part of sex education outside the National Curriculum. Parents who wish to exercise this right will be asked to reconfirm this every year.

Approaches to Teaching and Learning

- It is essential that SRE is delivered in a safe, secure and supportive learning environment. Staffordshire University Academy believes that the following elements are essential to ensure this:
- the establishment of clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- the use of distancing techniques, including de-personalised discussions, role play and theatre in education
- the use of clear language that avoids misunderstandings, prejudice and assumptions about children and young people's abilities, desires, background and experiences
- the ability to deal with unexpected questions, comments from students and sensitive issues

In our academy, our students are encouraged to develop confidence in talking, listening and thinking about sex and relationships through a carefully planned and constructed SRE curriculum. The core principles of teaching and learning in SRE are:

- to ensure that every student succeeds through the provision of an inclusive education within a culture of high expectations
- to build on our students' knowledge and experiences: with teaching structured and paced to ensure that they understand what is being taught and how
- to ensure that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- to provide a range of opportunities for our students to learn, practise and demonstrate skills, attitudes and knowledge
- to make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles and needs
- to promote assessment for learning; making students partners in their own learning and allowing time for reflection and consolidation
- to ensure that staff training needs are identified and met, as appropriate

As with any learning process assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem.

Sensitive/Contentious/Controversial Issues

These issues will not go away and avoidance of them leaves children at risk and often confused. Official documentation, including guidance on Health Education, is in favour of their inclusion. These issues included: abortion, contraception, homosexuality, HIV/AIDS, sexual abuse etc.

These issues must be presented in such a way that sensationalism and personal bias is avoided, but is aimed at the level of students' needs and experience. A climate of trust and confidentiality is essential as is respect for privacy or 'the right to pass'.

Contraception. Legally, teachers may give information about contraception, without parental consent, but not personal advice to students under 16. Young people need to talk about contraception in order to assimilate knowledge and understanding, long before they may use it. Abortion. Students need to be presented with a balanced view in order to distinguish between fact and opinion, with respect to religious belief and the possible (unknown) experiences of some students.

HIV/AIDS The importance of prevention is recognised by governmental inclusion of teaching HIV/AIDS in the Science National Curriculum at KS3. Strong media attention has led to misunderstanding which can be clarified by teachers. Students need to understand the difference between HIV and AIDS, basic hygiene and risky behaviour. They need to learn that there are no risky people, only risky behaviour. Safer sex needs to be included in any programme.

Homosexuality/LGBT (lesbian, gay, bi-sexual and trans people). The requirement to provide education which will prevent the spread of HIV/AIDS will of necessity include reference to homosexuals and bisexuals. Teachers will want to provide students with the opportunity to make informed judgements, based on fact, in order to prevent victimisation and prejudice.

We aim to equip our students with the tools and confidence to connect with, influence and enable others in their communities, by challenging homophobic, biphobic and transphobic bullying and language, celebrating difference and improving inclusion.

This policy will be reviewed annually.