



Ernulf Academy

Sex and Relationships Education (SRE) Policy

This policy has been developed in response to the DfE Guidance on SRE, and the *Cambridgeshire Children and Young People's Relationships and Sexual Health Policy and Practice Guidance 2011*. This policy also supports the Academies Guidance for the Delivery of SRE (*Appendix 1*)

What is Sex and Relationships Education?

SRE is lifelong learning about physical, sexual, moral and emotional development; it is about understanding the importance of stable and loving relationships, together with respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

We aim to work in partnership with parents and students in all aspects of our work, including matters associated with this potentially sensitive subject.

We also seek to work in partnership with health professionals, social workers, peer educators and other mentors or advisors.

Principles and Values

The Academy seeks to uphold the guidance of the DfE and the *Cambridgeshire Children and Young People's Relationships* document. Furthermore, we believe that SRE should:

- be an entitlement for all young people;
- provide a factual, consistent approach delivered by appropriately trained teaching staff;
- be set within the wider school context and support a spiritual, moral, social and cultural framework (SMSC);
- encourage students and teachers to share and respect each others' views;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognise the key role of parents in teaching their children about sex, relationships and growing up;
- recognise that the wider community has much to offer.

Aims

The aim of SRE is to provide opportunities for discussion and balanced, factually accurate information that will help prepare students for adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others;
- show respect for individual conscience and develop the skills to judge what kind of relationship they want;
- understand the importance of being mentally, emotionally and physically prepared before engaging in a sexual relationship, and the arguments for delaying sexual activity;
- avoid being exploited by or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively by acquiring appropriate terminology for sex and relationship issues;
- understand human sexuality and develop awareness of their own sexuality;
- challenge sexism and prejudice, and promote equality and diversity;
- understand the reasons and methods 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 and AIDS;
- 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;
- confidently make decisions which do not put at risk their own safety in online forums including all types of social media.

Implementation

The policy aims will be achieved through both formal and informal learning opportunities:

1. Formal Provision – to be achieved through:
 - through the planned subject curriculum, e.g. Science;
 - the ECM (Every Child Matters) strand *Be Healthy*, delivered by academy staff who have been supported with training and CPD, using regularly updated teaching materials and resources;
 - the RE curriculum;
 - Assemblies.
2. Informal Provision – to be achieved through:
 - through the values and ethos of the Academy;
 - input by the student support team;
 - input from the school nurse and drop-in provision;
 - liaison with outside agencies.

Responsibilities

The Principal of the Academy will ensure that this policy is implemented through supporting and monitoring the work of the following post-holders:

- The SLT link with responsibility for ECM or related provision;
- the ECM Co-ordinator or other designated person, who contributes to the development of the SRE policy and oversees the ECM contribution and its implementation;
- the Head of RE or other designated person, who will ensure that due consideration is given to the moral and spiritual beliefs of other world religions;

- the Head of Science, who is responsible for the delivery of the Science National Curriculum, with due regard to the aims of the policy.

All students also have access to independent professional advice from outside agencies in matters relating to sexual health, family planning, sexual orientation and other sexually related issues.

All teachers have a responsibility to recognise when their teaching relates to aspects of SRE and to ensure the ethos and aims of this policy are upheld.

Explicit Links to Other Policies

- Child Protection
- Confidentiality

This policy will be reviewed March 2020 by the Local Governing Body.

Appendix 1

Academy Guidance for the Delivery of SRE

Responsibilities for Curriculum Delivery and Policy Implementation

With regard to curriculum delivery:

- the Academy views it as the shared responsibility of all adults working within the Academies to respond appropriately to a young person's request for information and advice;
- all staff must be made aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary;
- the SRE curriculum will primarily be delivered by specialist teams of teachers;
- those delivering SRE will have responsibility for assessing young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the ECM Co-ordinator for *Be Healthy* and *Be Safe*;
- the ECM Co-ordinator is responsible for reviewing and evaluating SRE and is accountable to the Principal in this;
- staff will be assisted in their planning and delivery of the Entitlement Curriculum by the ECM Co-ordinator who will, with support, provide lesson plans and activities for colleagues.

Teaching Methodologies

With regard to teaching methodologies:

It is essential that SRE is carried out in a safe, non-judgmental environment where adults and young people are confident that they will be respected. Teachers should establish ground rules which include appropriate use of language, mutual respect and taking into account the views of others. All advice or guidance given must be non-judgemental and unbiased.

In order to reduce embarrassment and protect young peoples' privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, case studies, role-play, videos and theatre in education to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

Inclusion

With regard to inclusion:

We value the different backgrounds of our young people and, in acknowledging different experiences, views and beliefs, seek to promote understanding and appreciation. We will not promote one belief over another.

When working with young people with additional special needs each Academy will consider:

- their level of vulnerability;
- their need to learn and demonstrate appropriate behaviour;
- the need to promote self-esteem and body image;
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training;
- the management of personal care;
- clarity about sources of support for students.

SRE Resources

Each Academy will select resources which:

- are consistent with the Entitlement Curriculum for SRE;
- relate to the agreed aims and objectives of this policy;
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people;
- appeal to adults and young people;
- are up-to-date in factual content;
- are produced by a reputable organisation;
- do not show unfair bias e.g. towards a commercial product;
- avoid racial, gender and sexual stereotyping;
- encourage active and participative learning;
- conform to the legal requirements of SRE.

Working with Visitors to Support SRE in the Classroom

In our Academy we believe that SRE is most effectively taught by those who know our young people well and are aware of their needs. We encourage a diverse range of visitors to our Academies who may complement, but do not substitute for or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

We will follow this Code of Practice when working with visitors:

- visitors will not be asked to work alone with students in a classroom situation;
- all visitors supporting the school in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit;
- all lessons will be planned in direct liaison with the teacher or ECM Co-ordinator, taking account of the ages and needs of the group and the context of the work within the ECM programme;
- visitors will be reminded that, whilst contributing to planned SRE in a class teaching role, they must adhere to the same confidentiality code as staff members;
- any resources which a visitor wishes to use in the context of a lesson will be discussed and agreed with the ECM Co-ordinator or a lead teacher beforehand;
- the contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

Working with Visitors in non-classroom situations

When visitors are providing a service that is not classroom based, but which contributes to the delivery of planned SRE, we will ensure that:

- those providing the service have relevant CRB checks;
- those providing the service are aware of the SRE policy and that their provision complements it;
- the service is valued and that there is commitment from the school;
- boundaries of different professions are respected;
- appropriate facilities (e.g. location, space, telephone) are provided;
- a named member of staff is identified for liaison with the service;
- the service/provision is actively promoted by school staff;
- procedures are in place for regular evaluation and review.

The Academies will also endeavour to ensure that:

- they are reliable;
- they work within professional boundaries;
- the service they provide complements the SRE policy and ethos of the school;
- appropriate information is shared with the school.

Confidentiality

Within the Academy, we have a clear and explicit confidentiality policy, which is shared with staff, students and parents/carers:

- Staff are unable to offer absolute confidentiality;
- we will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm;
- young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in an agreed and planned school-based health service, such as a “drop in centre”. Sometimes, this might involve offering a greater level of confidentiality to young people than school staff would ordinarily give.

However, in a classroom and other teaching situations when they are contributing to our planned SRE programme, they will be asked to follow the Academy’s confidentiality policy. Health professionals and youth workers will be asked to ensure that young people are aware of this when beginning work with them.

Child Protection

With regard to Child Protection, the Academy recognises that because effective SRE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. *All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.*

Sexually Active Young People

In order to create a safe learning environment for effective SRE, we will establish ground rules and use distancing techniques to facilitate discussion. If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- all young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this;
- we will inform young people of where they can obtain confidential support and information;
- the young person will be given clear information about where contraception and sexual health advice may be accessed;
- careful judgements will be made as to whether the sexual activity is a child protection matter.

We offer guidance for all our staff to support their decisions relating to disclosure. The guidance, authorised by the Governing Body, specifies criteria that would apply in deciding whether the case should or should not be referred as a Child Protection issue and parents/carers informed.

Role of Governors

Governors have a special role in the development and implementation of this SRE policy. It is the responsibility of the governors to decide whether SRE will be provided in addition to requirements of the National Curriculum. This policy describes the governors' views on how SRE will be delivered in addition to the requirements of the National Curriculum or subsequent governmental guidance.

It is also the responsibility of the governors to ensure, through consultation, that the SRE policy remains relevant in content and practice to the community it serves.

Monitoring and Evaluating SRE

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the Principal, those delivering SRE, students and parents to inform judgements about effectiveness.

Contraception Advice and Guidance

The Academy recognises that young people need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. Academies within the Academy will include teaching about contraception according to the SRE Entitlement Curriculum in their ECM/Science/RE programmes, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. Lessons include consideration of a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

Sexual Orientation

The Academy will ensure that students are given unbiased non-judgemental information on sexual orientation as part of their normal curricular provision, in particular, in RE and ECM. Additionally, for those young people who are struggling to come to terms with their own sexual orientation, pastoral support and independent advice will be made available to enable them to reach informed decisions.

Withdrawal from SRE

Whilst the Academy strongly encourages all students to participate in SRE, we also acknowledge that parents and students do have the right to opt out of SRE in line with Section 405 of the Education Act 1996.

Any parent or carer who wishes to withdraw their child from SRE should in the first instance write to the Principal or the ECM Co-ordinator to raise the matter.

The DfE has produced a booklet for parents relating to SRE in schools. Parents who require further guidance on SRE can also contact The Department for Education on 0845 602 2260 DFES Code 0706/2001. A downloadable version of this document is available from the Department for Education website (see below).

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200706%202001>

Parents or carers who have withdrawn their child from SRE will be asked to re-confirm their decision each year.