



**The Totteridge Academy**

The best in everyone™

Part of United Learning



**TTA SEX AND RELATIONSHIPS EDUCATION  
POLICY  
FEBRUARY 2017**

## Policy Statement

Every school in United Learning is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person. The ethos of each school and its whole curriculum, as well as the specific framework within which personal, social and health education is taught, should be geared to this goal. The development of productive and lasting relationships with others is a deeply important part of human growth and flourishing and therefore of vital importance to this central educational goal.

Sex and Relationships Education (SRE) is to be taught in each school within this context. Its purpose is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development.

It is essential that SRE is appropriate to the age and stage of development of the children being taught. For younger children, it will have at its centre friendship and the maintenance of healthy and respectful relationships with others. Equally, it is important that children are aware of and prepared for the physical and other changes of puberty before they take place.

For all children and young people, SRE will be designed to help them to discuss and deal with difficult social and moral situations that they may be encountering in the present or may encounter in later life. It will help them to make considered choices which are right for them, and to be better able to resist social pressures in relationships of all sorts. It should enable them to recognise how their own behaviour could inappropriately create pressures on others and to avoid doing so. At the appropriate ages, this should include proper teaching of consent, both legally and morally.

Close interpersonal relationships are both a source of great joy and fulfilment and also a setting in which people may be at their most vulnerable. SRE is designed to help children and young people to negotiate their relationships in ways which are positive for them and others. Younger children will learn about negotiating difficult issues and disagreements within friendships, how to respond to difficulties in ways which respect themselves and others and how to recognise and restrain behaviours in themselves which may cause distress to others. These themes will be developed throughout the programme of Sex and Relationships Education in ways which are appropriate to the age and maturity of pupils. At appropriate stages, teaching should ensure that young people are sensitised to the risks of inappropriate, controlling or abusive relationships, helped to recognise the signs and to know where and how to find help if needed.

Sex and Relationships Education should enable young people to understand and accept themselves and others. It should help young people to recognise that people are different from one another and to appreciate and value those differences. It should help children and young people to understand what will be important to them in a successful relationship and how to communicate this successfully. It should also give young people knowledge and skills to prevent prejudice and to challenge it where it occurs. It is not the role of SRE to promote any particular sexuality, but it is the role of SRE to promote respect for and acceptance of others, whatever their sexuality, and to challenge prejudice based on gender, sexuality or other grounds.

SRE should develop an understanding of the value of stable, loving and caring long-term relationships, as key building blocks of society and as providing a strong basis for bringing up children. It will encourage the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage. It ensures that no young person is stigmatised on the grounds of their own family background or circumstances

SRE does not encourage early sexual experimentation, but enables understanding of the reasons for delaying sexual activity and the benefits of this. Within this context, it ensures that young people have an understanding of contraception and of the risks of sexually transmitted infections. It sets out to reduce the incidence of unwanted pregnancy and ensures that young people are able to discuss and develop understanding of abortion in an appropriate way. SRE respects the religious and ethical beliefs of pupils and their parents; and parents may withdraw pupils from SRE except in relation to the requirements to teach human reproduction in biology. SRE will focus equally on boys and girls, and all aspects of this policy apply to the education of both.

United Learning is committed to ensuring that the application of this policy statement is non-discriminatory in line with the *UK Equality Act (2010, with 2015 amendments)*. Further details are available in the United Learning *Equal Opportunities* policy. This policy is applicable to all members of the United Learning community and is available to all interested parties on the United Hub. This document is reviewed annually or as events or legislation requires.

Each school's Sex and Relationships Education Policy should be read in conjunction with their school's Child Protection (Safeguarding) Policy and Anti Bullying Policy, and these policies should include how the school challenges the use of homophobic and other sexually discriminating language or behaviour.

## KEY REQUIREMENTS

### Schools and Academies must:

- Design a sex and relationships education programme that is able to demonstrate relevance and differentiation appropriate to the age and development of all students
- Integrate the programme into the delivery of Personal, Social and Health Education and other relevant areas of the curriculum
- Ensure that staff are appropriately trained so that the programme is delivered effectively
- Include information on a parent's right to withdraw their child from sex and relationships education
- Show how sex and relationships education is monitored
- Staff are responsible for adhering to the policy on confidentiality as set out in their school's Child Protection (Safeguarding) Policy.

## Aims and Objectives

- Develop a graduated, age-appropriate programme
- Ensure that children are prepared for the changes of puberty
- Recognise that aspects of the Sex and Relationships Education Policy will be sensitive and call for careful judgement. The policy must be complementary to, and supportive of, the role of parents in educating their children about such matters
- Develop understanding and attitudes that are rooted in values which prepare students to view relationships in a responsible manner based on mutual respect, and develop an acceptance of difference and diversity
- Foster self-esteem and self-awareness, and encourage consideration of values, moral issues, sexuality and personal relationships through the development of communication and decision-making skills
- Help students to have a clear understanding of the arguments for delaying sexual activity and resisting peer pressure, as well as a knowledge of how the law applies to sexual relationships
- Act in *loco parentis* so that the personal beliefs and attitudes of teachers do not unduly influence the teaching of sex and relationships education, and ensure teaching materials are appropriate to the age and cultural background of the students concerned
- Affirm the value of loving and caring relationships and encourage the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage
- Ensure there is no stigmatisation of students based on their home circumstances or sexual orientation
- Instill a respect for the cultural and religious influences on individual sexuality
- Teach the legal and moral principles of consent
- Make students aware of their rights and responsibilities in close personal relationships, including helping students to understand what is inappropriate behaviour, both to reduce its incidence and to build confidence to deal with it if it occurs, seeking to reduce violence, particularly against women and girls
- Set out clearly issues relating to their personal safety more broadly, including how to communicate about concerns and seek advice without embarrassment.

## CURRICULUM AND PASTORAL CARE

### Parents

Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science. Parents should be consulted and their views considered when the school implements a Sex and Relationships Education Policy, and parents will be invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by their school or academy.

Certain lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such mandatory lessons will not include material on AIDS, HIV and other sexually transmitted diseases, or any aspect, other than biological aspects of human sexual behaviour.

## Teaching

The programmes of study for sex education will demonstrate:

- **Progression:** As students get older, language, concepts and content will increase in depth and complexity as the students mature physically, intellectually, emotionally and socially.
- **Relevance and Differentiation:** Teachers, in being aware of the levels of development of their students, will identify existing knowledge and needs and build on them appropriately.
- **Integration:** Sex education will be integrated into a programme of personal, social and health education and into other relevant areas of the curriculum.

Different types of relationships, challenging attitudes, promoting inclusion and reducing discrimination are all part of the sex and relationships education programme, and teachers will deal sensitively about issues of sexual orientation. The sex and relationships education programme will include an understanding of all different types of relationships.

Teachers have always taken a pastoral interest in the welfare and wellbeing of children and young people, and will continue to do so in these matters. Care must be taken, however, in counselling and giving advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. It will require skilled judgement to know when to counsel and when and how to refer for specialist counselling and support.

## Implementation

Where external specialists are brought in to support Sex and Relationships Education they will be required to conform to the school's PSHE/SRE Policy.

Teachers must ensure that at all times they act in accordance with United Learning child protection policies. Teachers should encourage students to seek advice from parents and/or general practitioners or appropriate health professionals attached to the school or academy where relevant. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme.

In such cases, particularly since they may involve students whose parents have withdrawn them from sex education, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

All United Learning schools should support the discussion of topics such as contraception, abortion, homosexuality, HIV/AIDS and other sexually transmitted diseases through their PSHE/SRE curriculum.

## Morals and Morality

Morals and morality are essential dimensions of sexuality and relationships. The sex and relationships programmes in the Group's schools will respect individual differences including those relating to cultural, religious, ethnic and family backgrounds, and will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies. In so doing the ethos of the school and academy should be given particular emphasis. Specific areas which should be treated with sensitivity include:

## **Relationships**

Relationships have an important part to play in sex and relationship education. Friendship, making relationships and the valuing of friendship are likely to be topics in the early part of the programme. Choosing a partner and assessing personal qualities, will be considered together with roles, avoidance of stereotyping and acknowledging different attitudes and influences. Commitment, trust and love within relationships and honest with self and others will also be included.

## **Contraception**

Teachers should not give personal, individual advice on contraception to students and may never do so to those under 16 years for whom sexual intercourse is unlawful. The different types of contraceptive methods will be dealt with generally together with information about agencies which offer help and advice.

## **Abortion**

It is accepted that abortion is an emotive issue and that any teaching must present a balanced view that respects a range of religious beliefs and takes into account the law relating to abortion. Teaching this topic provides an opportunity to establish fact, clarify thinking and explore values and beliefs.

## **HIV / AIDS / Sexually Transmitted Diseases**

Students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing; for older students sharing needles and specific sexual behaviour)

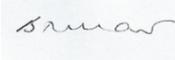
## **Sexuality and Physical Development**

Self-awareness and change are important dimensions in sex and relationship education, as are acceptance of the sexuality, sexual orientation and choices made by others. This includes an understanding of the pressures from peers and the media.

## **Procedure**

Each United Learning school is responsible for ensuring that there is a school based policy and a set of procedures which make clear how the school effectively implements this United Learning policy in their local context and meets relevant regulatory requirements.

Signed off by:

<b>Name:</b> Chris Fairbairn	<b>Name:</b> Bronwen Tumani
<b>Signature:</b> 	<b>Signature:</b> 
<b>Role:</b> Principal	<b>Role:</b> Chair of Governors

Approved By:	LGB
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