

## 1 Introduction

The New Charter Academy believes that Sex and Relationship Education (SRE) is an integral element of a student's education and will play an important role in preparing them for adulthood. The Academy's SRE programme aims to develop students self awareness, self-esteem and confidence to enable them to develop positive relationships and make positive decisions in their lives.

The aim of this policy is to clearly communicate to the Academy community, the manner in which SRE will be delivered.

## 2 Definition and Objectives

SRE should help and support young people through their physical, emotional and moral development. Effective SRE should not encourage early sexual experimentation but should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

The objective of SRE at the Academy is to:

- provide appropriate information and advice for students and their parents/guardians;
- encourage students to make responsible, informed decisions about the relationships they form and the actions they take;
- develop assertiveness and communication skills;
- explore and examine feelings, attitudes, morals and values such as love, anger, trust, respect, sadness and grief;
- foster self-esteem, positive self image and confidence.

## 3 Sex and Relationship Education – Programme Content

In accordance DCSF guidance the following elements will be covered as part of the Academy's SRE Programme:

### 3.1 Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

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**3.2 Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

**3.3 Knowledge and understanding**

- learning and understanding physical development and menstruation at appropriate stages;
- understanding human sexuality, reproduction, sexual health (including HIV/Aids and STIs), emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

**4 Sex and Relationship Education – Programme Delivery****4.1 Curriculum Subjects**

Delivery of SRE will be through planned aspects within the Science and PSHE/Global Citizenship schemes of work and will be jointly coordinated by the PSHE/Citizenship Coordinator and the Head of Science.

Moral and ethical issues may also be addressed through other Curriculum subjects as appropriate

**4.2 Teaching Methods & Resources**

A variety of teaching methods and resources appropriate to the age, maturity and cultural background of the students will be used in the delivery of SRE.

Issues will be addressed in a way that they are relevant to both male and female students; on occasion this may involve splitting the lesson to teach male and female students separately, and will involve discussion, project work and reflective learning.

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting and ensure this is communicated to students.

**4.3 Equal Opportunities & SEN**

The Academy is committed to working towards equality of opportunity in all aspects of school life and in this respect the delivery of SRE will be inclusive of all students.

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The SRE programme will be adapted as appropriate for those students with Special Educational Needs.

**4.4 Staff Training & Development**

Only appropriately trained staff will be involved in the delivery of SRE and will be supported through a training and development programme which will also assist them in dealing with difficult subject matters and questions.

All staff are expected to teach within the Academy’s framework and not allow their personal beliefs and attitudes to influence the teaching of SRE.

**4.5 Outside agencies**

Outside agencies such as health professionals, social workers, youth workers, peer educators and visitors may be used to support and assist the teachers in the delivery of SRE.

**4.6 Parents right to withdraw their child from Sex and Relationship Education**

Parents/guardians have the right to withdraw their child from all or part of the SRE provided at the Academy, except for those parts included in the statutory National Curriculum. Parents/guardians wishing to exercise that right are asked to make an appointment with the Principal to discuss their concerns. The Academy will make alternative arrangements for students in such cases.

**5 Issues Arising During Sex and Relationship Education**

The following issues may occur as part of SRE:

**5.1 Confidentiality and advice**

The Academy aims to provide students with a supportive environment which is sensitive to their needs and the issues affecting young people in today’s society. Whilst confidentiality will be maintained in accordance with the Academy’s Confidentiality Policy, students and parents/guardians must be made aware that teachers are obliged to report issues/information/disclosures which they feel may be detrimental to a student’s welfare. Such issues will be reported to the Principal who will take any necessary action as appropriate.

**5.2 Disclosure or suspicion of possible abuse**

If a member of staff suspects abuse or a student confides in them that they are suffering from abuse the Academy’s child protection procedures will be invoked (see relevant policy).

**5.3 Disclosure of pregnancy or advice on contraception to under 16s**

The Academy will always encourage students to talk with their parents/guardians first and will offer help in doing so.

If a student refuses to speak with their parents/guardians they will be referred to a health professional. Such action will be reported to the Principal who will

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consult with the health professional and if felt necessary inform the parents/guardians.

#### 5.4 **Complaints**

Parents/Guardians or students who have a complaint about the content or delivery of the SRE programme should contact the Principal.

### 6 **Evaluation, Monitoring and Review**

A small group comprising of the PSHE Coordinator and Head of Science, teachers, students and parents/guardians will meet annually to review the implementation and effectiveness of the Academy's SRE Programme. The recommendations of this group will be submitted to the Board of Governors for consideration when reviewing the Policy.

The Governing Body will be responsible for ensuring the SRE Policy is updated annually in accordance with current guidance and legislation and communicated to all staff, students and parents/guardians.

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