



### VISION

Our central belief is that everyone is a learner and everyone is a teacher.

### PURPOSE

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE: **A**mbitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate

### RATIONALE

- The Bourne Academy's 'Sex & Relationships Education Policy' has been revised to take into account the revised National Curriculum (2000), the new framework for Personal, Social, Health & Economic Education (PSHE) and the Social Exclusion Unit report on teenage pregnancy.
- Morals and values are essential dimensions of sexuality and relationships. Indeed there is a moral dimension to every aspect of human life. The Bourne Academy will have a positive ethos where value and respect for the individual, the development of self-esteem and the validation of cultural and religious diversity are paramount. As such, the delivery of Sex & Relationships Education will be set within this context where students are encouraged to make responsible and reasoned judgements and show concern for how their actions may affect others. This broad and balanced programme for Sex & Relationships Education will respect individual differences – inspired by cultural, religious and familial background – and it will seek to promote those values which are common to all faiths and societies with a respect for human life and dignity.
- Learning about sexuality and relationships is a lifelong process and The Bourne Academy recognises that parents and carers are the key figures in helping their children to cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity bring. The Academy offers Sex & Relationship Education (SRE) as an integral part of a broad and balanced SMSC programme and within the Science National Curriculum. SRE is delivered in a balanced and sensitive manner, within a moral and caring framework. This is intended to complement and support the role of parents/carers.
- The SMSC programme will help students develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and Academy life in helping students deal with difficult moral and social questions. SRE is designed to enable our students to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

- Science as a core National Curriculum subject has statutory units on human reproduction and the physical changes, which take place during adolescence.
- SMSC through visiting speakers and assemblies looks at areas of emotional change as well as at choice and responsibility. Content has been selected with regard to what is appropriate to each age group and includes:
  - Family and friendship
  - Puberty
  - Peer/society pressure for sex
  - Contraception and responsibility
  - STD's including HIV and AIDs
  - Education for parenthood
- In line with the statutory Citizenship specification, Sex and Relationships Education is set within the context of lasting serious relationships and the importance of family life which most students will interpret as consisting of a mother and a father, but recognising that many of our students are from other sorts of families.
- This policy has been written with consideration of the following guidance:
  - The Handbook for Inspecting Secondary Academies (Ofsted) Jan 2000
  - Sex and Relationships Education in Schools Ofsted April 2006

## **OBJECTIVES**

- To help and support our students through their physical, emotional and moral development. Sex & Relationships Education is an important part of children's preparation for adult life. In common with all other aspects of education, Sex & Relationships Education will be provided to ensure equality of opportunity in relation to:
  1. access for all to an appropriate programme
  2. the provision offered in terms of learning, environment, content, methodology, learning support, where relevant, and pastoral/welfare structures and procedures
- To explore human and social diversity, and foster self-esteem and self-worth in a learning environment that can demonstrate recognition, acceptance and respect of difference.
- To respond honestly and fully to the needs of young people
- To teach and advise within a developed moral context
- To encourage schools and parents to work together to ensure that the needs of all young people are identified and met
- To make sure that SRE is taught by experts and teachers who have the necessary knowledge and expertise
- To help parents to develop the skills necessary to talk about sex and relationships with their children

## **SEX & RELATIONSHIP EDUCATION**

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life (both within and outside of marriage), respect and care. It is also about the teaching of sex, sexuality and sexual health. It is not

about the promotion of sexual orientation or sexual activity. This would be considered inappropriate teaching.

It has three main elements:

### **Attitudes and Values**

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

### **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
- learning how to recognise and avoid exploitation and abuse

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, 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
- the avoidance of unplanned pregnancy

The process of Sex & Relationships Education is a combination of the sharing of information and the exploration of ideas and attitudes. Specific objectives of sessions, at appropriate stages, will include the following:

- To respond sensitively to the student's age, maturity and stage of development.
- To discover what students know, understand, think and feel and to identify their needs.
- To provide accurate, factual information to correct false assumptions, myths and folklore.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary and by encouraging positive attitudes to bodily functions
- To provide reassurance that change is part of the life cycle and to give help in adjusting to these changes

- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- To help students recognise the role of intimacy and sexual activity in a loving, caring relationship
- To help students recognise the differences in the nature of male and female sexuality
- To help students to appreciate the value of family life, the implications of parenthood and the needs of the very young
- To help students to understand and respect the varied cultural and religious influences on individual sexuality
- To develop the students' skills in personal relationships, for example, communication, respect, assertiveness
- To develop the students' skills in decision making
- To help young people to affirm their right to be able to resist unwanted touch or advances and to communicate about such matters
- To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities
- To be able to discuss issues such as sexual harassment and the effects on individuals
- To develop students' understanding of the risks and responsibilities of sexual behaviour and to provide them with the information and skills to keep themselves safe
- To provide awareness of sources of help and encourage students to seek advice on individual issues

## **Organisation**

### **Y7-Y9**

- The factual information will be covered predominantly in Science and in sessions provided by visiting speakers. This will be done with regard to the moral and emotional context.

### **Y10 & Y11**

- The focus of Sex & Relationships Education is targeted upon increasing student awareness of attitudes and values, personal and social skills and knowledge and understanding in relation to this part of the curriculum in order to prepare them for making informed decisions about relationships and the place of sexual activity within these. Sex & Relationships Education is delivered through year group specific assemblies. Specialist external agencies are also involved in delivering sessions at the Academy, for example: Sexual Health talks, discussions and theatre or drama presentations on related topics and issues.

### **Y12 & Y13 (when applicable)**

- Sex & Relationships Education will be covered in Y12 & Y13 throughout the Tutorial SMSC programme. Students will be given issues to discuss in relation to their everyday life. They also look to future issues that may arise in the world of Higher Education or work.

## Roles & responsibilities

- **The Governing Body** and the **Principal** are obliged to ensure that sex education is given in such a manner that students will be encouraged to be guided by moral principles and recognise the value of family life.
- **The Governing Body** has specific responsibility for drawing up a written policy for the provision of sex education and ensuring that it is monitored and reviewed regularly.
- **The coordinator of SMSC** has the overall responsibility for the organisation and management of the Sex & Relationships Education component in the SMSC/Citizenship programme for Y7-Y11. The **coordinator of SMSC** has responsibility for inviting visiting speakers and liaison with Subject Leader (Science).
- **The coordinator of SMSC** along with the **Area of learning Team leaders** monitors the delivery of the programme.
- **Health Professionals** who are involved in delivering programmes are expected to work within the Academy's Sex & Relationship Policy and on the instructions of the Principal. However, when they are in their professional role, such as an Academy nurse in a consultation with an individual student, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them).

## CURRICULUM CONTENT

### YEAR 7

- Growth & Reproduction Science
- The Physical & Emotional Changes in Puberty Science
- Changing Relationships RAS
- Self Esteem/Body Image RAS
- Personal Hygiene RAS
- Stereotyping, Peer Pressure & Assertiveness RAS
- Interpersonal Skills RAS

### YEAR 8

- Sexual Language Visiting speakers
- Contraception Visiting speakers
- Sexually Transmitted Infections Visiting speakers
- Sexually Responsibility and the Law Visiting speakers
- Sexual Health Visiting speakers

### YEAR 9

Year 9 is considered a very important year in the Sex & Relationships Education programme. Although students develop at different rates, this is a period of marked physical and emotional development.

- Emotional Development/Changing Relationships Visiting speakers
- Behaviour/Interpersonal Skills Visiting speakers
- Self-awareness/Awareness of Others Visiting speakers
- Friends and Family Relationships Visiting speakers

- Rights and Responsibilities

Visiting speakers

#### **YEAR 10**

- Different Attitudes to Sexual Health Issues
- Moral Choices about Sexual Relationships
- Sexual Responsibility
- Parenting
- Relationship Responsibility
- Family Life
- Genetics, Cloning etc

Visiting speakers  
RE  
Visiting speakers  
Visiting speakers  
Visiting speakers  
Visiting speakers  
Science

#### **YEAR 11**

- Love and Marriage
- Prejudice and Stereotyping
- Sexually Transmitted Infection
- Finding Sources and Advice

Visiting speakers  
Visiting speakers  
Visiting speakers  
Visiting speakers

### **PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN FROM SEX EDUCATION**

Although the Academy hopes that all parents/carers will allow their children to participate in sex education, those parents/carers who are unable to give such permission should write to the Principal stating that they wish their children to be withdrawn either from all or part of the sex education which falls outside the statutory requirements of the National Curriculum Science Orders. Parents/carers may inform the Principal of their reasons. Parents/carers cannot withdraw their children from any part of sex education taught in the National Curriculum. A list of these students will be supplied to all teachers.

### **PREGNANT YOUNG WOMEN AND YOUNG MOTHERS IN THE ACADEMY**

In the event of a student becoming pregnant and carrying the baby to full term, the Academy will ensure that the young woman is given every opportunity to continue with some form of educational training. As far as possible, the student will be supported so that she can continue her education within the Academy. In the event that this is not possible, the student will be offered alternative educational provision in liaison with the Local Authority.

### **SENSITIVE ISSUES**

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles, which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning – from, for example, TV, magazines, newspapers, gossip and jokes in the wider community. Avoiding sensitive or controversial issues does not make them go away and leave children and young people confused, often misinformed and at risk.

All official documentation, including the Ofsted 2002 report on ‘Sex & Relationships Education’ advises the inclusion of such topics as contraception, abortion,

homosexuality and HIV/AIDS within the Sex Education syllabus. The 1992 Government White Paper, *'The Health of the Nation'*, the *June 1999 Report to Parliament on Teenage Pregnancy* and the DFE *Sex and Relationships Education Guidance 2000* all highlight the role that schools have to play in the reduction of unwanted pregnancies and the spread of sexually transmitted diseases.

At The Bourne Academy, these issues are presented in a broad and balanced way, free from sensationalism and personal bias. They are sensitively pitched to the level of students' needs and maturity. Sensitivity to religious beliefs is appreciated as an important dimension. This must be respected.

### **Menstruation**

Information about menstruation is delivered in Science in Y7.

### **Puberty**

This is a sensitive issue which is dealt with early on in Key Stage 3. Both the physical and emotional aspects of this issue are addressed.

### **Contraception**

Teachers may give students full information on the different types of contraception, including emergency contraception and their effectiveness without parental consent. With regard to under 16s, for whom sexual intercourse is unlawful, individual advice must not be given to a student without parental knowledge or consent. However, information can still be given about contraception as part of an agreed Sex Education Programme (*Gillick ruling 1986*).

Trained staff can give additional guidance and advice on how to discuss this issue with parents/carers. In addition, trained staff can outline the available specialist interventions, such as advice services, counselling and, if necessary, treatment options such as access to medical practitioners.

There is now more informal knowledge amongst young children about contraception through safer sex publicity i.e. the HIV/AIDS campaigns. Teachers must clarify students' understanding in a relevant manner relating to their age group and experience. It is recognised that students need to assimilate knowledge and understanding of contraception some time before it is needed. Young people need to learn to talk easily about contraception long before they need to use it.

### **Safer sex, HIV/aids and sexually transmitted infections (STIs)**

The teaching of safer sex is an important element in trying to reduce the incidence of HIV/AIDS and Sexually Transmitted Infections (STIs). Students need to know STIs are a major cause of ill health, which can result in long term physical and psychological effects. Inaccurate interpretation of both areas can lead to misunderstanding and extreme prejudice. Thus students need clarification on the facts and knowledge of HIV/AIDS and STIs. Teachers can do much to counter-act the negative effects of informal learning.

Teaching students to be assertive in forming and negotiating relationships and enabling students to become effective users of contraceptive services, which help prevent STIs and HIV/AIDS, is a positive approach. Students of all ages need to know the facts of STIs and the differences between HIV and AIDS. Students are therefore taught about the different types of STIs, modes of transmission and basic hygiene. High risk behaviours with regard to sexual activity are identified. It is stressed that it is high risk sexual behaviour that causes infection, regardless of sexual inclination. Safer sex is taught in Y9 –Y11 with more detailed discussions Post 16.

### **Abortion**

The debate is often polarised on this emotive issue. Students are offered a balanced view with regard to respect for religious beliefs. They have the opportunities to explore dilemmas, which enable them to learn and understand about issues involving and surrounding abortion. It provides the knowledge to distinguish between fact and opinion eg the stage at which human life commences and encourages the development of individual values eg in what circumstances is abortion a positive choice. Overall the task is to reduce the incidence of unwanted pregnancies, by providing information, effective advice on contraception and raising awareness of the right to refuse sex.

### **Sexual abuse**

Increasing public concern about the widespread occurrence and long-term damaging effects of sexual abuse has been expressed in recent years. To ignore it would neglect the needs of children and young people. For teachers, there are two dimensions: ○ Teaching for prevention i.e. the promotion of self-esteem, the skills of assertiveness (e.g. the ability to say “No”), lack of guilt or embarrassment about sexual matters and skills of self-expression, including appropriate language and understanding. ○ Recognising the various signs of abuse (physical, emotional and social). The class teacher or form tutor may be more likely than others to play a significant part in the early detection of abuse and should refer to the Academy’s Child Protection Policy and report any concerns directly to the Vice Principal as soon as practical.

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

Monitoring will take place in line with the Academy’s Monitoring Policy. Review and revision of the Policy will take place in consultation with the coordinator for SMSC, Heads of House, Subject Leaders, the Leadership Group, the Governing Body, all teaching staff, parents/carers, students and relevant outside agencies. The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy. The Policy will take account of local and national guidelines.

*Policy written by the Principal in consultation with staff in Sept 2010*

*Signed off by Governing Body on November 2010*

*Reviewed by the Principal and Governing Body on 14 Nov 2013*

*Next Review Date: March 2018*