



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

Sex and Relation Education Policy

1. Introduction

- 1.1 Sex and Relationships Education (SRE) is an essential part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. It is also about preparing students at school for the opportunities, responsibilities and experiences of later life.
- 1.2 This policy has been written in the context of the following legislation and guidance:
- **Sex and Relationship Education in School:** Social Policy Section, updated March 2015;
 - **Statutory Guidance on Sex and Relationships Education:** DfE, published in 2000.
- 1.3 All SRE lessons are taught in the moral context of legal, healthy and stable relationships and with a view to developing students' awareness of their rights, responsibilities and choices. We are promoting principles of healthy lifestyles and encouraging attitudes of mutual respect and tolerance.

2. Objectives

- 2.1
- To prepare young people for a legal, stable, happy and healthy sexual life;
 - To inform students of the legal matters around sexual activities in the UK;
 - To support current health policy to reduce teenage pregnancy and rates of STIs in the UK;
 - To promote healthy lifestyles and be aware of sexual health as an important natural part of their overall health;
 - To promote community cohesion and challenge any form of prejudice including homophobia;
 - To provide an understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives;
 - To allow students to be aware of personal psychological, emotional and physical changes in themselves and others;
 - To enable students to understand that relationships can cause strong feelings and emotions;
 - To enable students to understand the process of human reproduction;
 - To emphasise the value and role of family life;
 - To acknowledge different viewpoints and promote tolerance;
 - To provide a safe and open environment where questions of a sensitive nature can be asked and answered without embarrassment;
 - To enable students to understand the impact of external factors such as the media, the internet and peer groups on their decision making and to promote the safe use of technology;
 - To enable students to understand the risk of sexual exploitation and to provide information on how they can protect themselves;
 - To empower students to make independent, informed decisions and be responsible for their own actions;
 - To inform students on where they can get further advice and help if needed.
- 2.2 The Trust believes that all students should be offered the opportunity to receive a comprehensive, well planned programme of Sex and Relationship Education during their school career - it is an educational entitlement for all students and an integral part of each student's emergence into adulthood.

3. The Trust's Approach

The Trust's approach to delivering SRE is founded upon three key elements:

3.1 The values promoted are:

- Respect for oneself and others;
- Taking responsibility for ones' actions in all situations;
- Loyalty and trust in relationships;
- The importance and responsibilities of the family unit for all members;
- Tolerance towards the different views and needs of others;
- Recognition of the moral, physical, emotional implications of certain types of behavior;
- Awareness and respect for the laws relating to sexual matters in the UK.

3.2 The Knowledge and understanding of:

- Emotional and physical development;
- Human sexuality, reproduction, sexual health, emotions and relationships;
- How to resist unwelcome pressures to be sexually active;
- How to avoid unplanned pregnancy and sexually transmitted infections (STIs);
- Pregnancy and the choices available ;
- The range of local national sexual health services, contraception and support;
- The legal aspects of sexual behaviour;
- The links between sexual health and alcohol;
- The positive benefits of loving, rewarding and responsible relationships; and
- The impact of coercion and violence and understanding that consent is critical;
- Grooming and sexual exploitation.

3.3 Personal and social skills:

- Identify their own emotions and those of others;
- Managing emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Communicating openly and respectfully about sex and relationships;
- Making and carrying out decisions;
- Developing an appreciation of the consequences of choices made;
- Coping with and resisting unwelcome peer pressure;
- Managing conflict;
- Learning how to identify risk;
- Recognising and avoiding exploitation and abuse; and
- Asking for help and accessing advice and services.

4. Policy into practice

- SRE is integrated fully within the Personal, Social Health Education (PSHE) programme;
- All schemes of work are organised in a way that will allow progression and continuity by linking inputs in PSHE with those in science and other curriculum areas, including RE;
- Parents have the right to withdraw their child from SRE lessons within PSHE (see withdrawal section);
- Students are taught in mixed ability groups and at appropriate times in single gender groupings.

5. Learning outcomes

5.1 By the end of Key Stage 3 all students will be able to:

- Manage changing relationships and the onset of sexual feelings, particularly in relation to puberty;
- Recognise risks to personal safety in some sexual behaviour;
- Explain the relationship between their self-esteem and how they see themselves;
- Develop skills of assertiveness in order to resist peer pressure and stereotyping;
- Recognise that the media can present unhelpful attitudes to sexual behaviour and body image;
- Consider the complexities of moral, social and cultural issues and be able to form a view of their own;
- Be tolerant of the diversity of personal social and sexual preference in relationships;
- Develop empathy with the core values of family life in all its variety and forms including marriage;
- Explain how fertilization in humans takes place, as well as how the human reproductive system works;
- Outline the law relating to sexual behaviour and young people.

5.2 By the end of key stage 4 all students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyles which promotes well being
- Have the confidence to assert themselves and challenge offending behaviour
- Recognise the risks associated with unsafe sexual behaviour, particularly the spread of STIs, including HIV and AIDs and unwanted pregnancy
- See the links between the use of illegal drugs and alcohol and unsafe sexual behaviour
- Identify the advantages and disadvantages of different types of contraception and where to get advice about them
- Understand the role of the secure family unit in bringing up children
- Be aware of unhelpful media portrayal of sexual health and body image and how it impacts on young people
- Make connections between emotional maturity and the formation of romantic and sexual relationships

5.3 By the end of Key Stage 5 all students will be able to:

- Exercise tolerance and respect for the lifestyle choices of others
- Make positive and healthy lifestyle choices, particularly in relation to their sexual health
- Respond safely and appropriately to exposure to illegal drugs and alcohol and recognize their dangers in relation to sexual behaviour
- Exercise maturity when considering issues relating to contraception
- Know where to get support and advice on STIs
- Have a secure and mature view about the role of the secure family unit in bringing up

- children
- Be acutely aware of and resilient to unhealthy portrayals of sexual behaviour and body image in the media

6. Sensitive issues

6.1 A team of specialists with a background in the contents and methods of delivering aspects of PSHE will deliver the SRE elements. They are aware of the diverse cultural, ethnic and religious groups that make up the school community and are sensitive to the different beliefs and values systems of their students. Sensitive issues relating to SRE are taught in an objective and balanced manner, with students being made aware of the difference between fact, opinion and religious belief. In any circumstances where child safeguarding issues arise we will always follow the school's child safeguarding procedures (see Safeguarding & Child Protection policy).

6.2. Students' withdrawal

- Any parent/carer has the right to withdraw their child from all or part of SRE lessons in the context of PSHE but not when it occurs in the statutory science curriculum;
- However, parents need to be aware that SRE can occur at any time within the broader school curriculum if it arises naturally from class discussion on feelings, values and relationships;
- A letter signed by their parent should be addressed to the teacher and alternative work will be set.