

	<p>The Duston School</p> <p>Policy</p>	
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Policy Title	Sex and Relationship Education Policy	Version No	1
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<p>Rationale</p>	<p>The Duston School is a 4-19 mixed, all-through School, with designated Specialist College status in Business & Enterprise, and Science.</p> <p>1 INTRODUCTION</p> <ol style="list-style-type: none"> 1. Legislation set in place by successive Education Acts indicates that it is the responsibility of the Academy to ensure that all pupils are offered the opportunity of receiving a comprehensive, well-planned programme of sex and relationships education during their school careers in fulfilment of the requirement of Section 351 of the Education Act 1996 that the school curriculum should be one which: <ol style="list-style-type: none"> i promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and ii prepares such pupils for the opportunities, responsibilities and experiences of adult life. 2. From September 1994, schools introducing changes incorporated in Sections 352 and 404 of the Education Act 1996, have the following legal powers and duties: <ol style="list-style-type: none"> i Governing bodies must make a written statement of their policy on sex and relationships education available to parents. ii Sex and relationships education (including education about Abortion, HIV and AIDS and other sexually-transmitted infections) must be provided for all registered pupils. iii Sex and relationships education must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life. 3. The Academy acknowledges its legal responsibilities and, in aiming to meet the requirements of Section 352 of the Education Act 1996, considers that appropriate sex and relationships education must be an important element in the curriculum of the Academy in preparing pupils for adult life. 4. When sex and relationships education is taught as part of the National Curriculum Science course, it is treated in a factual way and deals with biological details of the reproductive system. 5. In Global Education (PSHE, Citizenship and RE), however, sex and relationships education is set in a moral framework, also considering emotional and psychological aspects and stressing the importance of behaving in a socially-responsible way.
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6. The Academy also recognises that parents are the key figures in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual development brings. Sex and relationships education at the Academy aims to be complementary and supportive of the role of parents but the Academy also recognises that some pupils may receive little or no "sex education" from their home. The Academy needs to be responsive to this.

2 AIMS OF SEX AND RELATIONSHIPS EDUCATION

1. The aims of the Sex and Relationships Education are:
 - i to provide objective information about the physical, emotional, moral and social aspects of human sexual development;
 - ii to prepare pupils to deal effectively with changes they will experience during puberty and adolescence and to cope with the challenges they will face as adults;
 - iii to prepare pupils for the roles they will assume in adult relationships and parenthood by helping them to acquire the knowledge and skills relevant to these areas;
 - iv to prepare pupils to view their relationships in a responsible and healthy manner and to enable them to recognise the risks of certain types of sexual behaviour;
 - v to assist pupils to develop and clarify a personal set of values and attitudes which will support them in their decision making in the present and in the future;
 - vi to assist pupils to understand about the nature and importance of marriage for family life and bringing up children;
 - vii to encourage pupils to consider the importance of self-restraint, dignity and respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity; and
 - viii to develop pupils' self-esteem and self-improvement, encouraging pupils to view themselves in positive terms.
 - ix Primary Phase – Sex and Relationship Education – dictated by the NC. Tailored to age physical emotional maturity of the children 'Puberty' (How baby is born) National Science curriculum.
 - x Those children who develop earlier than average need to know about puberty before they experience onset of physical changes.
 - xi Early Years focus on 'Relationships'/Friendship/Bullying/Building of Self-Esteem
2. The above aims should take account of and be appropriate to the age and stage of development of the pupil.

3 ROLES AND RESPONSIBILITIES

1. It is the responsibility of the **Governing Body** to establish a policy and procedure for sex and relationships education and to monitor the effects of the procedure.
2. It is the responsibility of **the Principal** to promote an ethos of mutual respect in relationships and ensure that sex and relationships education is provided as part of the curriculum which prepares pupils for adult life.
3. It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

Policy Statement

4 ORGANISATION OF SEX AND RELATIONSHIPS EDUCATION

1. In order to deliver the three main elements of Sex and Relationships Education i.e. attitudes and values, personal and social skills, and knowledge and understanding, the organisation of Sex and Relationship Education in the Academy is as follows:

Teacher with responsibility for planning: The Global Education Lead Teacher

Delivery of the Programme: Global Education and Science Teachers

Training Provision: PPD sessions and External CPD

1. As part of sex and relationship education, pupils should be taught about the nature and importance of marriage for family life and bringing up children, recognising that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of pupils based on their home circumstances.
2. Information should be presented in a factual, unbiased way and controversial issues handled with sensitivity so that pupils are given information enabling them to make healthy decisions.
3. Resources used and criteria for selection: video, work sheets, and information leaflets from the Advisory Services.
4. Review and Evaluation of the Programme: Evaluation sheets are completed by pupils; The Global Education Lead uses such information to amend the programme accordingly.
5. Specific classroom arrangements: Students are taught in their mixed ability groups unless the topic requires single sex groupings.

5 ISSUES OF CONFIDENTIALITY

1. It is important to distinguish between the Academy's function of providing education generally about sexual matters and, on the other, counselling and advice to individual pupils on these issues, particularly if it relates to their own sexual behaviour.
2. The Sex and Relationship Guidance 2000 states that:
 - i there may be cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse. In these circumstances, schools ought to be in a position to take steps to ensure that:
 - a wherever possible, the young person is persuaded to talk to their parent or carer;
 - b any child protection issues are addressed; and
 - c that the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

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ii When the teacher who receives the information believes there is a child protection issue to be addressed, they should refer the case to a designated teacher for child protection. They should also make clear to the pupil that they cannot guarantee confidentiality. The teacher should ensure that the pupil understands that if confidentiality has to be broken they will be informed first.

iii It is only in the most exceptional case that schools should be in the position of having to handle such information without parental knowledge, and where younger pupils were involved this would be grounds for serious concern. Head teachers and governors should monitor the frequency of such cases. (paragraphs 7.11-13)

1. In practice, if pupils ask for individual advice, teachers:

i should encourage pupils to discuss their concerns with their parents;

ii should tell pupils where to seek confidential advice and information as appropriate;

iii can themselves give advice to pupils who have not been withdrawn from sex education, within the boundaries of their own professional role;

iv should not promise pupils confidentiality;

v should use discretion to keep disclosures made to them confidential, if, in the teacher's professional judgement, this is in the pupil's best interest; and

vi are not obliged to break confidentiality; they can only be instructed by the Principal to do so.

2. When the teacher who receives the information believes there is a child protection issue to be addressed, they should refer the case to a designated teacher for child protection. They should also make clear to the pupil that they cannot guarantee confidentiality. The teacher should ensure that the pupil understands that if confidentiality has to be broken they will be informed first.

3. It is only in the most exceptional case that schools should be in the position of having to handle such information without parental knowledge, and where younger pupils were involved this would be grounds for serious concern. Principals and governors should monitor the frequency of such cases. (paragraphs 7.11-13)

	<p>6 PARENTAL WITHDRAWAL FROM SEX AND RELATIONSHIPS EDUCATION</p> <ol style="list-style-type: none"> 1. Parents have a right to withdraw their children from sex and relationships education (excluding that contained in the compulsory National Curriculum and discussion of sexual matters which arises incidentally in lessons outside the planned sex education programme). 2. Subject to the Principal's power to direct, teachers are not obliged to inform parents where pupils seek individual advice about sexual matters, but can maintain confidentiality if, in their professional judgement, this would be in the pupil's best interest. 3. Merely informing a pupil of where he/she can seek confidential advice is not sex education. Teachers can give such information to pupils who have been withdrawn. 4. Parents requesting withdrawal will be invited to discuss their concerns with the Global Education Lead Teacher or a senior member of staff, though there is no obligation for them to do so. It is hoped that, in most cases, explanation or a minor modification may assure them that the programme is suitable for their children. 5. Parents still wishing to withdraw their children should make this request in writing to the Principal, following which alternative arrangements may be made for the teaching or supervision of them. 6. Dialogue between the Academy and parents will remain open and parents will be informed of future sex and relationships education lessons so that they may revoke their request at a later date should they wish to do so. <p>7 MONITORING AND REVIEW</p> <ol style="list-style-type: none"> 1 The Assistant Principal (World Studies) will report on the Policy to the Principal as appropriate. 2 The Principal will report to the Governors' Student Well-being Committee on any relevant aspects of the working of the Policy as appropriate 3 The Principal will report to the Governors' Student Well-being Committee on any relevant aspects of the working of the Policy as appropriate.
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Staff responsible	BBA		
Date approved by GB:	15/10/15	Review Date	October 2019

