

SEX AND RELATIONSHIP POLICY

Approved:

Date:

Review Date:

Author:

Manor Community Academy is an inclusive school community with a focus upon achievement, progression, enjoyment and a sense of worth. Our vision and values ensure that we are committed to applying this policy in a fair, equitable and consistent manner which will ensure that the aims and objectives of the policy are met and that Manor Community Academy is further enhanced by their application. Throughout the application of this policy, we will remain committed to our principle of care, courtesy and consideration in all that we do to ensure that the needs of all of our stakeholders are met and upheld.

Manor Community Academy Sex and Relationship Policy

Description of Academy

Manor Community Academy serves a wide area from which it draws a mixed range of pupils. The town generally has a high level of teenage pregnancies in a region, which has been amongst the highest rates in the EEC.

Definition of sex and relationship education

It is learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is about the development of certain key skills.

Sex and relationship education is not about the promotion of sexual orientation or sexual activity.

Moral and Values Framework

Manor Community Academy is a community where mutual respect, tolerance, responsibility and a strong sense of moral values are promoted. The Academy's sex and relationship programme therefore is more than just imparting knowledge; it is also about developing values, attitudes and personal skills. The Academy seeks to lead pupils to acquire understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The Academy also acknowledges that pupils should be encouraged to appreciate the responsibilities of parenthood as well as the risks associated with sexual behaviour. In planning and implementing the sex and relationship programme, pupils should have the opportunity to express themselves within a trusted and safe environment. Developing pupils' self esteem is thought of as being essential if the sex and health education programme is to be effective. If pupils feel positive and good about themselves, they are more likely to look after themselves and develop non-exploitative, caring relationships.

Our staff accept that pupils come from a range of backgrounds and are sensitive to any differences this may reveal.

Aims and objectives

The aims and objectives of the sex and relationship programme are:

- 1) To assist all pupils in gaining an understanding and an awareness of physical, sexual and emotional development in themselves and others.
- 2) For pupils to gain an awareness of relationships, love and care and to enable pupils to develop the ability to form positive, non-exploitative relationships.
- 3) To give pupils an understanding of the importance of safe sex.
- 4) To build pupils' self esteem.

- 5) To promote teaching about sexual behaviour which is set within a moral framework in which pupils are encouraged to consider the importance of dignity, self restraint, self respect and respect for others, responsible behaviour and the consequences of their action. It will give pupils a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- 6) To encourage a climate in which informed, sensitive and balanced discussion of personal relationships can take place.
- 7) To promote respect for, and appreciation of, the values, ways of life and family traditions of different communities and religious groups.
- 8) To enable pupils to develop communication skills in order to facilitate personal decision making.
- 9) To ensure pupils understand how the law applies to sexual relationships.
- 10) To link sex and relationship education with issues of peer pressure and other risk taking behaviour (e.g. drugs, smoking, alcohol) and to enable pupils to understand the risks of other external factors such as the media and internet.
- 11) To inform pupils of where they can go for further information and advice

Organisation

Sex and relationship education will be offered to all pupils. It will be taught by both subject and form tutors (led by Year Leaders) through Science and PSHE lessons. Health professionals will be used where appropriate.

The Academy welcomes the involvement of external agencies provided they adhere to the principles outlined in the Policy. The Academy works closely with local Health Development Team and implements the Bumpy Rides programme they provide. The Academy nurses are available to provide confidential advice to pupils one lunch time a week. A Clinical Nurse Specialist from University Hospital Hartlepool also provide a drop in session for Years 9, 10 and 11 once a week, after Academy, to discuss sexual health and contraception.

Appropriate INSET training should be made available to teachers. Tutors, Year and Deputy Year Leaders undergo Bumpy Rides training provided by the Health Development Team. Teachers will be encouraged to use an honest, open approach, which balances factual information with the opportunity for young people to discuss their feelings and attitudes. Both single sex and mixed gender groups will be used as appropriate.

A range of different resources and different teaching strategies will be used both in Science and PSHE lessons. Different strategies to be encouraged include:

- establishing and reinforcing ground rules;
- ensuring pupils' privacy by introducing depersonalising techniques;
- use role play and different discussion techniques;
- getting pupils to work in groups as well as individually;
- giving pupils the opportunity to reflect on their learning.

Occasionally sexual behaviour may be discussed in an unplanned way in unrelated subjects. This is acceptable if it occurs in a limited manner. However, this may cause concern where parents have withdrawn their children from sex and relationship education. Inevitably teachers will need to use their professional judgement and commonsense.

Working with parents

The Academy wishes to work in partnership with parents. The Academy recognises that parents have the right to withdraw their children from all or any parts of the

Academy's programme of sex and relationship education, other than those elements which are required by the National Curriculum Science Order. Parents who withdraw their pupils will be offered a standard pack of information.

All parents will be informed of their right to withdraw and information and resources will be readily provided for parents to inspect if requested. Every parent has the right to inspect the Sex and Relationship Policy and may view lesson plans and schemes of work.

An outline of the sex and relationship programme - PSHE

Year 7

- Introduction to policy – importance of ground rules
- Puberty – both the emotional and physical aspects (also linked with science)
- Conception and contraception (use of health professional)
- Encourage pupils to explore their own beliefs in relation to sexual health matters
- Encourage pupils to be aware of other people's beliefs and cultures
- Pupils to explore what rights they have and to understand that with rights come responsibilities
- Develop an understanding of how other people's behaviour can influence them
- To develop some understanding of assertive behavior and to raise self esteem

Year 8

- Basics of STI's (use of health professionals)
- Increase knowledge on contraception (use of health professional)
- Further work on rights and responsibilities
- Where to go for help and support
- Pupils to understand what is meant by a relationship and how relationships may change
- Pupils to understand there are different types of relationships
- Pupils to consider which qualities are needed to maintain a good relationship

Year 8 pupils also complete a unit on marriage & family life which includes:

- Qualities of a good partner
- Encourage pupils to value the family as a source of love & support
- Roles & responsibilities of parents/carers/children
- Consider different types of families

Year 9

- The costs of the choices that we make
- Relationship and choices.
- Risky Situations.
- Dilemmas.
- For pupils to recognise the different emotions associated with death, divorce, separation and the arrival of a new family member.

A lot of emphasis is on the importance of respect, peer pressure, risk appreciation.

Extra lessons are available on STI's and contraception if it is felt appropriate.

Year 10

- Domestic Violence (use of health professional)
- Sexuality (use of health professional)
- Diversity
- Choices and Aspirations
- Reinforce the need for mutual respect and understanding

Year 11

Young parenting:

- To study the possible consequences of having unsafe sex
- For pupils to understand the reality of being a young parent:
 - physical & emotional effects
 - the everyday struggle of managing with young children
 - financial difficulties
 - the strain a child can place on personal relationships
 - parenting skills needed
 - positive effects
- To study the roles & responsibilities of parents, carers, children
- To reinforce the importance of family life

Relationships:

- For pupils to develop strategies for resolving disagreements peacefully
- To study the impact separation, divorce & bereavement
- For pupils to be aware of where to go for help when a relationship is in crisis
- For pupils to understand the characteristics of positive relationships
- For pupils to have knowledge of organisations that support relationship crisis
- For pupils to understand how exploitation and abuse can exist in relationships (domestic violence)
- For pupils to know where to go for help if they are involved in an abusive relationship

National curriculum Science:

Key Stage 3

Fertilization in humans is the fusion of a male and female cell
Students should know the physical and emotional changes that take place during adolescence. The human reproductive cycle, including the menstrual cycle and fertilisation. How the growth and reproduction of bacteria and the replication of viruses can affect human health.

Key Stage 4

Hormonal control in humans, including the effects of sex hormones. Medical uses of hormones, including the control and promotion of fertility and how sex is determined in humans.

Learning outcomes

It is essential that teachers understand exactly what pupils are expected to learn in each key stage. A detailed list of expected outcomes is available to all teachers and

it provides the basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in sex and relationship education.

Equal Opportunities

The Academy policy will respect pupils' and parents' views and background. It will raise awareness of responsibilities of both boys and girls in sexual behaviour and consider the needs of all pupils.

Sensitive Issues

Inevitably when dealing with sensitive subjects, teachers may be confronted with difficult issues where they will need to exercise discretion and judgement. Teachers must not trespass on parents' rights and responsibilities and must work within the moral and values framework as described in this policy. Some teachers may need extra support and training in order to be able to deal with sensitive issues confidently in the classroom. Should a teacher feel uncomfortable about teaching a particular topic, the teacher must make his/her feelings known in advance of the lesson to Year Leader. The Year Leader will then work with the teacher to resolve the situation. Each Year Leader, together with the Senior Management Team and the Staff Development Group, needs to ensure that the correct training and support is given.

A Clinical Nurse Specialist runs a Health & Wellbeing clinic once a week at the Academy to deliver healthy lifestyle advice and guidance to Years 9, 10 and 11. The service incorporates emergency contraception, condoms, pregnancy and chlamydia testing - all within an atmosphere of confidentiality. A situation may arise where a pupil asks a member of staff for help in obtaining emergency contraception. The member of staff should first speak to the relevant Year Leader who will then be able to contact the nurse by mobile phone. The Designated Child Protection Officer may need to be contacted.

Confidentiality

There will be occasions when teachers and other professionals giving sex and relationship education have to exercise their discretion and judgement about how to deal with explicit issues raised by an individual pupil. It is unlikely to be appropriate to deal with such issues with the whole class. The teacher should talk again individually to the pupil before the end of the Academy day. If the teacher feels uncomfortable about dealing with the situation, they must inform the relevant Year Leader who will talk to the pupil concerned. If there is a risk of being compromised, the teacher should arrange a meeting where another member of staff will accompany them.

Teachers should first encourage pupils to talk to their parents or carers and give them the support in order to do so. Teachers must be aware that they cannot offer or guarantee absolute confidentiality and they must ensure that pupils understand this from the start of any discussions. If confidentiality has to be broken the pupil needs to be informed first and then supported as appropriate.

Pupils will be given access to sources of confidential help (Academy nurse, GP, advice services). At all times pupils need to be reassured that their best interests will be maintained.

In difficult circumstances teachers should consult Achievement Leaders, Pastoral Leaders, Deputy Head Pastoral, a Child Protection officer and the Head teacher.

Child Sexual Abuse Procedures

Teachers need to be aware that effective sex and relationship education can lead to disclosure of a child protection issue. All staff should be alert to signs of abuse and report any suspicions to a designated child protection officer who will then follow the Academy's child protection procedures. The name of the officers can be found in the Staff Handbook and are well known to all staff.

Anti - Bullying Procedures

Teachers should follow the normal procedure outlined in the Academy Anti-Bullying Policy. Teachers must be aware of homophobic bullying and follow the correct procedures.

Procedures for supporting HIV sufferers.

The Academy will attempt, as far as possible, to ensure that any pupil or teacher with HIV remains within the Academy community and is treated with dignity and respect. The Academy will follow guidelines relating to the extent of confidentiality to ensure that the Academy is free of prejudice.

Procedures for Policy Monitoring

The policy will be formally reviewed every two years by a group of interested staff, Achievement Leaders, pupils (using form representatives), Academy Council, Health School's co-ordinator, parents from each Year group and Governors.

Monitoring and evaluating sex and relationship education.

Evaluation follows each section of the Bumpy rides programme in order to monitor the effectiveness of the sex and relationship education and the policy.

Pupils complete an assessment in PSHE at the end of the year which includes the sex and relationship lessons. PSHE (which includes the sex and relationship lessons when appropriate) is as a regular agenda item at tutor group and Achievement Leader meetings. Feedback from pupils, teachers and parents is to be used to evaluate the effectiveness of the sex and relationship education.

Date of implementation: March 2012

Date of next review: March 2014

Sex and Relationship Education – Expected learning outcomes

A report from Ofsted, Sex and Relationships, has been used to compile expected learning outcomes.

By the end of Key Stage 3

Pupils should be able to:

- manage changing relationships
- recognize risks of personal safety
- make safe decisions
- develop skills of assertiveness in order to deal with peer pressure and stereotyping
- ask for help and support
- form a view of their own
- develop good interpersonal skills in order for pupils to sustain existing relationships and to help them make new ones
- explain the relationship between self esteem and how they see them themselves
- be tolerant of others
- recognise the need for commitment, trust and love in meaningful relationships
- understand the core values of family life
- recognise the stages of emotions caused by changes to the family (separation, divorce etc).

Pupils should know and understand:

- the human reproductive system (fertilization, menstrual cycle, how a foetus develops) *
- the changes that take place during adolescence *
- how bacteria and viruses can affect health *
- how the media can influence understanding and attitudes towards sexual health
- the importance of good relationships
- the law in relation to sexual behaviour
- the sources of advice and help, when and where to get help
- the link between eating disorders and self image and sexual identity (PSHE - health education unit in Year 9)
- the different forms of contraception.

Statements marked with an asterisk are part of the National Curriculum science requirements.

Pupils will have considered:

- the benefits of sexual behaviour within a committed relationship
- how they see themselves affects their self confidence and behaviour
- the importance of respecting differences in relation to gender and sexuality
- how it feels to be different
- how it feels to be discriminated against

- how prejudice and homophobic bullying is totally unacceptable
- the costs of early sexual activity
- what rights and responsibilities mean in a relationship

By the end of key stage 4

Pupils should be able to:

- recognise the influences and pressures around sexual behaviour and respond appropriately
- confidently seek health advice
- express and justify a personal opinion
- stand up for their beliefs and values
- make informed choices in order to promote well-being
- have the confidence to assert themselves
- work co-operatively with a range of people who are different from themselves
- develop qualities of empathy and sympathy.

Pupils should know and understand:

- the way in which hormonal control occurs and some medical uses of hormones (control and promotion of fertility) *
- the defence mechanisms of the body *
- how sex is determined in humans *
- how HIV and other STI's affect the body
- the risks of early sexual activity and the link with the use of alcohol
- different forms of contraception and where to go for advice
- the role of statutory and local organizations and how to access them
- the law in relation to sexual activity
- the qualities of good parenting and its value to family life
- the benefits of marriage or a stable partnership in bringing up children
- the way different forms of relationships depend for their success on maturity and commitment
- how their personal values and those of their family and society influence their own identity.

Statements marked with an asterisk are part of the National Curriculum science requirements.

Pupils will have considered:

- how personal, family and social values influence behaviour
- the arguments around certain moral issues such as abortion
- their developing sense of sexual identity
- the individual contributions made by partners in a sustained relationship
- the consequences of having close relationships including having children and how this will create family ties which impact on their lives and those of others.

