



Sex and Relationships Education Policy

1. Definitions

“Academy”	Any school which falls within the umbrella of the Trust.
“Board”	The Multi-Academy Trust Board which is made up of the directors (and trustees) who together are responsible for the delivery of the core functions and hold the Executive Principal to account.
“Principal”	The person responsible for the day to day running of a particular Academy within the Trust and where referring to the Executive or MAT Board, the Executive Principal.
“the Trust”	Tudor Grange Academies Trust (company number: 07365748) whose registered office is at Tudor Grange Academy, Dingle Lane, Solihull, West Midlands, B91 3PD.

2. Introduction

- 2.1 Sex and relationships education (SRE) is part of a balanced, cross-curricular, personal, social and health education programme which supports the aims and ethos of the Trust (in line with the Trust’s equal opportunities policy). It is intended that this programme should complement parental responsibilities, and is seen as an integral part of each student’s personal development. SRE deals with relationships, emotions, sex, sexuality and sexual health.

3. Aims

- 3.1 This policy aims to:
- i. encourage the development of self-esteem and the valuing of others;
 - ii. encourage students towards independence of choice and judgement within the parameters of the Education Act 1993;
 - iii. encourage students to be responsible for their own sexual behaviour;
 - iv. develop the understanding of different personal relationships i.e. the nature and functions of “family” life and personal relationships in all their varieties;
 - v. provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health;
 - vi. to prepare students for an adult life;
 - vii. encourage pupils to seek advice and guidance from the learning mentors or class teachers;
 - viii. ensure opportunities are available for students to develop the social skills to enable them to make informed choices;
 - ix. encourage students to be positive about sexual health, their own sexuality and appreciate the similarities and differences encountered in others.

4. Sex and Relationship Education (SRE)

- 4.1 SRE has 3 main elements:

i. 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.

ii. 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 recognize and avoid exploitation and abuse.

iii. 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.

5. Areas of Study

5.1 The Trust SRE programme will develop knowledge and understanding of:

- i. physical, emotional and social changes at puberty;
- ii. the biology of reproduction;
- iii. risks to health and safety including sexually transmitted infections and HIV/AIDS;
- iv. the law relating to sexual behaviour;
- v. stereotyping;
- vi. moral attitudes held by different cultures and groups;
- vii. advantages and disadvantages of family planning methods;
- viii. the range of sexual attitudes in present day society including celibacy;
- ix. changing nature of sexuality over time and its impact e.g. menopause;
- x. the wide impact of having children on people's lives.

5.2 The Trust SRE programme will develop the following skills:

- i. Recognising personal choice in managing relationships and dealing with peer pressure and difficult relationship issues
- ii. Recognising and dealing with sexual harassment
- iii. Recognising the difference between friendship/ love/ infatuation.

5.3 The Trust SRE programme will develop the following attitudes and values:

- i. Attitudes towards partnerships / marriage / divorce / separation / bereavement
- ii. Attitudes towards controversial issues such as contraception, abortion, HIV/AIDS
- iii. Myths, misconceptions and stereotypes linked with sex and sexuality

5.4 The provision of SRE will be tailored to the age group of the students and their needs, taking into account the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Sample schemes of work used

in some Trust Academies can be found at Appendix 1.

- 5.5 As part of an integrated approach, the SRE programme will be taught through a number of different areas. The Trust delivers Sex and Relationship Education through its PSHE Programme, RS and Science lessons at KS3 and KS4. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. The main elements of understanding and attitudes and values will be delivered through Personal Social Health and Economic (PSHE) lessons with support from professionals where appropriate.
- 5.6 It should be noted that SRE is not specific to any one area of the curriculum. At Tudor Grange Academies Trust SRE is seen as a whole-academy issue in which each staff member (teaching and non-teaching) has a part to play. It is important that consistent messages about SRE are presented

6. Methodology

- 6.1 The method of delivering SRE across the Trust is no different from the delivery of other subjects in terms of the activities and range of resources. In the classroom students will be involved in group work and individual tasks. The emphasis and approach will vary according to the subject. For example, in science there is a more factual approach to sex; in Personal and Social Health and Economic lessons focuses on personal relationships, attitudes and values, while in PE, areas such as the understanding of puberty and different psychological changes in each sex are discussed as ongoing issues
- 6.2 Academies within the Trust determine their own arrangements for teaching groups based on the needs of their students
- 6.3 Where topics covered are particularly sensitive and it is considered by the Academy that they would be best taught in single sex groups, each academy will set a framework for establishing what is appropriate and inappropriate in a whole-class setting.
- 6.4 There are a number of principles for classroom practice for anyone leading an SRE session. It will be a matter of common practice that:
- No-one (teacher or student) will have to answer a personal question
 - No-one will be forced to take part in a discussion
 - The correct names for body parts will be used most of the time
 - Sensitivity will be shown towards those of particular faith backgrounds
 - Nothing should be said that could be construed as embarrassing or offensive to other students
 - If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via their college leader or a senior leader if they require further support.
 - Any materials used for the purpose of explanation will be appropriate, and in no way explicit.
- 6.5 If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Designated Safeguarding Lead, as appropriate. In cases of concern over sexual abuse, the safeguarding policy and procedures will be followed.

7. Specific Issues and Inclusion

Ethnic and Cultural Groups

- 7.1 We intend our policy to be inclusive, sensitive and culturally appropriate to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will try, where possible, to anticipate these requests and concerns prior to their occurrence and accommodate them appropriately as well as responding to any that arise.

Students with Special Needs

- 7.2 We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

- 7.3 We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. We will liaise closely with parents to ensure that they feel reassured of the content and the context in which it will be presented.

8. Secondary Specific Issues

Menstruation

- 8.1 Students are taught about puberty in primary school as part of their PSHE programme so they are prepared. Menstruation is also taught through the science curriculum at Key Stage 3.
- 8.2 The school makes adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.

Contraception

- 8.3 Teaching about contraception is part of the syllabus. Any discussion, whether at individual or group level, is permissible. It is part of the sex education programme to make all students aware of the choices available to them. Teachers can advise students where they can get professional and confidential advice regarding contraception and some of these organisations are outlined under the section on outside agencies.
- 8.4 Any discussion with students about contraception should not become personal advice, which is viewed as an inappropriate exercise of a teacher's professional responsibilities. Where the circumstances are such as to lead the teacher to believe that the student has embarked on or is contemplating a course of conduct which is likely to place him or her at moral or physical risk or to break the law, the teacher has a responsibility to ensure that the student is aware of the implications and to urge the student to seek advice. In such circumstances the teacher will also inform the Principal.

Abortion

- 8.5 Abortion is taught through RE in their Key Stage 3 curriculum, and is explored further in RE GCSE.

- 8.6 The religious convictions of students and parents are respected and there is no religious bias in the teaching of abortion.
- 8.7 The teaching of abortion is shaped to help students explore the dilemmas, enable them to know and understand about abortion, and to prepare them for the responsibilities and challenges of adult life.

Safer Sex and Sexually Transmitted Infections

- 8.8 Students will gain vital knowledge about HIV/AIDS and will understand what constitutes risky behaviour. Students will be informed about condom use and general safer sex practices.
- 8.9 Students will be taught skills to enable them to avoid peer pressure situations which could result in unwanted or unprotected sex and this will link to other issues of peer pressure such as drugs and alcohol.
- 8.10 Students will be aware of the risks of contracting STIs and how to prevent it. They will also learn about diagnosis and treatment.

9. Roles and Responsibilities

- 9.1 Parents: The role of parents is considered to be important to support the information that is covered in the Academy. The Academy will always work in partnership with parents, consulting them on the context of sex and relationship education programmes. The Academy will assist in raising parental awareness of SRE issues. Parents will be informed through newsletters and correspondence via student post when SRE is being delivered in PSHE lessons, and in line with legal rights, will have the option of withdrawal (see below)
- 9.2 PSHE Co-ordinator:
The PSHE Co-ordinator will:
- i. ensure that staff have the opportunity to access up to date facts, and develop their knowledge about SRE, through the organisation and provision of appropriate training as part of annual training for staff on the PSHE team prior to delivery of the relevant section on SRE
 - ii. liaise with curriculum support, Academy nurse, and other outside agencies relevant to the provision of SRE
 - iii. inform parents through newsletters and correspondence via student post when SRE is being delivered in PSHE lessons
- 9.3 The effectiveness of SRE will be evaluated by considering the knowledge, skills and understanding the students have gained by checking knowledge gained through written work in science, through discussion work in PSHE and through feedback from students in relation to the PSHE programme.
- 9.4 The role of the Academy nurse is important in terms of supporting students and teachers with expert medical knowledge and advice.
- 9.5 Local Governing Body (LGB) and MAT Board: The LGB will report to the MAT Board any issues arising out of the current drafting of the policy. The MAT Board will review the SRE policy every two years (earlier if any legislation changes), make any necessary amendments and circulate to individual Academies within the Trust.
- 9.6 Outside Agencies: Outside agencies, e.g. health professionals, can play an important role in the delivery of SRE. Students will be made aware of local health organisations that offer professional advice and support e.g. Brook Advisory and local

health centres. A teacher who invites a group or individual in to Academy to express a particular moral viewpoint e.g. concerning abortion, should try to have their view counter-balanced. Care must be taken when inviting non-teaching staff into an Academy, and the following steps should be taken:

- i. Permission sought from Academy Leadership Team.
- ii. Academy PSHE coordinator informed with written details.
- iii. Outside agencies made aware of the policy.
- iv. Input known and agreed in advance.

10. Withdrawal from SRE Lessons

- 10.1 Some parents prefer to take the responsibility for aspects of this element of education. Parents are allowed to withdraw their child from any or all parts of an Academy's programme of sex education, other than those elements which are required by the National Curriculum Science Order. For instance, at Key Stage 3 in science, students are taught about human reproduction and the physical and emotional changes that take place during adolescence.
- 10.2 Parents are welcome to review any SRE resources the school uses.
- 10.3 All aspects of the SRE programme are available for scrutiny in order to help and support parents in their decision. It is hoped that parents will contact their Academy and discuss their concerns with the health education coordinator before making a final decision. Any parent wishing to withdraw their daughter/son from sex education at their Academy will need to inform the Academy in writing. The coordinator of sex education will be responsible for organising alternative arrangements for students who are withdrawn, ensuring that their entitlement to all other aspects of the curriculum is not affected.
- 10.4 In areas of the curriculum where there is incidental reference to sex, teachers will not deal with these as sex education and therefore not necessitate withdrawal.
- 10.5 The DfE will also supply parents who withdraw children from SRE lessons with a leaflet- a copy can be found at Appendix 2.

11. Confidential, Controversial and Sensitive Issue

- 11.1 Teachers cannot offer unconditional confidentiality. Members of staff and the Designated Safeguarding Lead or College Leaders are not legally bound to inform anyone if they learn of or suspect sexual activity in pupils under the age of consent (16 in each UK country) if there is no evidence of abuse or exploitation.
- 11.2 In a case where a member of staff learns from a student under the age of 16 year old that they are having or contemplating sexual intercourse:
 - The young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
 - Child protection issues will be considered, and referred if necessary to the teacher responsible for safeguarding under the Trust procedures and social services where appropriate.
 - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- 11.3 In any case where safeguarding procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

- 11.4 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the Trust's Safeguarding policy.

12. Monitoring, Evaluation and Review

- 12.1 This policy will be promoted and published throughout the Trust.
- 12.2 Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.
- 12.3 Each Academy will have a PSHE Lead Teacher who will monitor the implementation of this policy as part of the regular monitoring cycle. The PSHE Lead Teacher will assess its implementation annually and report to their Local Governing Body (LGB). Any serious concerns or changes to practice will be reported by the LGB to the MAT Board.
- 12.4 The Leadership Team in each Academy will evaluate its effectiveness every year.
- 12.5 The MAT Board will review the policy within two years and assess its implementation and effectiveness.

13. External Speakers and Health Professionals

- 13.1 All external speakers and health professionals to the Trust are advised of this policy and expected to work within it and on the instructions of the Principal.
- 13.2 When they are in their professional role, such as a school nurse in consultation with an individual, health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the Academy's SRE and Safeguarding policies.

14. Further Information

Further information can be found at:

- Governmental guidance for school on Sex and Education Relationship education- <https://www.gov.uk/government/publications/sex-and-relationship-education>
- Sample assembly and tutor time rota- <http://www.redditch.tgacademy.org.uk/pshe/>
- <https://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/145/14509.htm>

Appendix 1

SRE Scheme of Work

Individual Academies are responsible for their own schemes of learning and these should be available for parents on the curriculum area of the Academy Website.

The sample materials below exemplify the standards we expect of planning in Academies within the Trust:

Sexual Reproduction in Animals

This unit explores sexual reproduction in animals, in the context of efforts being made by zoos to prevent endangered species becoming extinct. However, the central focus for learning is the human reproductive system and sexual reproduction in humans.

Recommended teaching time for unit: 7.5–10 hours

There is an opportunity for focused development of scientific investigation skills in Topic 7Ba and there is an opportunity for focused development of communication skills in Topic 7Bc. You may wish to spend additional time on these topics should you feel that your students would benefit from these skills-development opportunities.

From KS2/previous units most students will:

- describe the life process of reproduction in some plants and animals (Year 5)
- describe the changes as humans develop to old age (Year 5)
- understand the concept of the cell (7A)
- recall that some cells are specialised (7A).

Much of the way this unit is taught will depend on individual schools' sex education policies. There is a lot of suggested discussion material that will need to be handled with sensitivity and tact.

Topic 7Ba introduces the unit with a reminder of what evidence is. This can be studied in more depth in the Working Scientifically pages, which look at the idea of the scientific method. This is followed by an introduction to sexual reproduction in animals (including the concept of gametes and fertilisation).

Topic 7Bb covers the basic parts of the human male and female reproductive systems. The adaptations of gametes are also looked at.

Topic 7Bc looks at how sexual intercourse leads to the formation of an embryo, its subsequent implantation in the uterus lining and the start of its further development. A Literacy & Communication spread, 7Bc Making notes, looks at IVF, with a specific focus on different ways of taking and organising notes from long pieces of text.

Topic 7Bd covers the gestation period and birth. There is also a brief consideration of how a small baby is fed in the first few months.

Topic 7Be completes the unit by looking at how a baby grows into a child and how a child then becomes sexually mature through puberty. The final page encourages students to use their knowledge of sexual reproduction in humans in the context of the work of zoos.

National Curriculum coverage

This unit covers the following statement from the UK National Curriculum for Science (2013):

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

In addition to covering a variety of Working Scientifically statements, this unit has a focus on:

- understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review.
- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- make predictions using scientific knowledge and understanding.
- select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.

Literacy & Communication skills

- making effective notes from text, including different ways of organising notes depending on purpose.

Maths skills

- an understanding of number, size and scale and the quantitative relationship between units.
- using estimations and explaining when they should be used.

Cross-curricular opportunities

7Be Music – Castrati singers

7B Background information

7Ba Escaped zoo animals

This page introduces the unit and its theme (the role of zoos). It reminds students of reproduction as a life process and that evidence is used to support ideas.

7Ba The scientific method

This is an optional spread on scientific investigation, and takes an overview of the scientific method.

The scientific method is any method in which ideas about things are tested.

7Ba Animal sexual reproduction

Breeding programmes are not always successful and often mean that animals must be removed from the wild in order for them to be started. For instance, there are only about 300 Sumatran rhinoceroses living in the remains of forests in Indonesia and Malaysia. Seven were captured to start a captive breeding programme in Selangor, Malaysia. Within a 2-year period they all died.

There are also success stories. In the 1980s, there were only nine Californian condors left in the wild. The decision was taken to capture and breed them at centres in San Diego Wild Animal Park and the Los Angeles Zoo. Within 10 years there were 52 birds, some of which were then released back into the wild. In May 2012, there were 405 birds; 226 in the wild and 179 in captivity.

Another success story is the reintroduction of Przewalski's horses into Mongolia, details of which are given in the Student Book. Note that there are a number of ways in which the name can be pronounced, but most commonly it is: *shev-val-skee*.

Worksheet 7Ba-8 in the Activity Pack touches on the homunculus theory, in which the male sperm cells are responsible for the creation of new life and the woman only serves as a vessel in which to grow this new creation. Sexism was rife when many of these older theories were proposed! Some proponents of the theory also had it that the right testis produced male children but the left testis had a restricted blood flow which produced substandard sperm cells that grew into females!

Some students will ask about birds' eggs and whether they are the same as human egg cells. In short, the yolk and the tiny blurred white spec on the yolk (where the nucleus is found) make up a bird's egg cell. The rest of the egg is designed to protect the developing chick. More information can be found on Worksheet 7Bb-8.

Appendix 2

DfE Leaflet

What should you do?

TALK:

- To your children. Ask them about lessons at school. Say what your views and values on sex and relationships are. Answer their questions.
- To your school, especially if you have concerns. Initially talk to your child's tutor or class teacher. They might well suggest you discuss the matter with the head teacher, or senior teacher, if concerns remain.
- To other parents, especially from your community and those with similar beliefs to yourself.

LISTEN:

- To your children, their questions and wishes.
- To your child's teacher and / or head teacher. Clearly understand the school's values, policy and approach to SRE.
- To the opinions of other parents and how they manage this with their children.

Some useful values statements to think about when talking with your child:

- Have sex with someone you really care about and who will share responsibility for contraception and safer sex.
- It would be better to wait to have sex until you are old enough to take responsibility.
- Families have different beliefs about sex, sometimes these are guided by the religion that they follow.
- Sex should never be used to exploit someone.

You may choose to approach a range of organisations that exist to offer advice and support regarding sex and relationships. A list can be obtained from the Sex Education Forum at:

National Children's Bureau
8 Wakeley Street
London ECTV 7QE
Tel: 020 7843 6000
E-mail: sexedforum@ncb.org.uk

For more copies of this leaflet please call DfES publications on 0845 602 2260 quoting reference code **DfES 0706/2001**

Who is this leaflet for?

It is written for parents and carers. Particularly those who may have worries about sex and relationship education (SRE) at school and those who want to find out more.

What is sex and relationship education (SRE)?

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love 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.

Why does sex and relationship education (SRE) matter?

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and sex and relationship education (SRE):

As a parent / carer, you are the key person for your child's learning about sex and relationships. Schools should always work in partnership with parents / carers. You need to know that the school's SRE programme will complement your role and support you as sex educator of your child. For example, governing bodies and schools should consult with parents / carers when developing or updating the school's SRE policy. They should ensure your views are heard and that taught SRE is culturally appropriate and inclusive of all children.

Department for
Education and Skills



SRE & Parents

The content of school sex and relationship education:

National guidance from the DfES (Sex and Relationship Education Guidance, published in July 2000) advises schools on the themes that should be covered. SRE should support young people through their physical, emotional and moral development.

Formal SRE will be taught through compulsory science lessons (see table) and during other, specific lessons, often called PSHE (Personal, Social and Health Education). Informally, your child will learn about SRE through the values and ethos of the school and through contact with other children.

National Curriculum Science.

Key Stage 1

- Animals, including humans, move, feed, grow, use their sense and reproduce
- Children should recognise and name the main external parts of the human body.
- That humans can produce offspring and these grow into adults
- Children should recognise similarities and differences between themselves and other and treat others with sensitivity.

Key Stage 3

- Fertilisation 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 2

- Life processes common to humans include nutrition, growth and reproduction
- The main stages of the human lifecycle.

Key Stage 4

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

What do young people say:

- They want to learn about sex and relationships from their parents / carers.
- They want more than just the biological facts. They want to talk about feelings and morals.
- They want adults to answer their questions.
- Just over half found it easy to talk to a parent about sex.*

What do other parents say:

- They have anxieties about sex and relationships and their children.
- 84% say there would be fewer teenage pregnancies if more parents talked to their children about sex.*
- 87% feel too many teenagers are pressurised into having sex.*
- Many find TV programmes or a book a helpful way to raise the subject.*
- One in three mums and two in three dads have not told their children 'a lot or anything' about sex and relationships.*

* Source: research by BMRB on behalf of the Department of Health, December 2000

Young people who have good sex and relationship education at home and at school, start sex later and are less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

Your rights as a parent.

You should be consulted by your child's school about its SRE policy and informed about what is taught in the SRE lesson. Parents/carers have the right to withdraw their child from some, or all, SRE lessons, but not statutory science lessons. Where schools work within the SRE guidelines and consult effectively with parents/carers, you should feel re-assured about the content of the lessons.

However, should you be considering such a step, talk it through with your child and then with either the head teacher or another senior teacher at the school. If you decide this step is necessary, then the school should provide information about the lessons being missed and ideas for other sources of support for you to fulfil the task of educating your child.