



WESTBOURNE
ACADEMY

Local Academy Policy

Sex & Relationships Education

Issued September 2016
For review September 2017

Local Academy Statutory Policy

Sex and Relationship Education

SLT Lead (PSHE)	- Mr R Hawkes, Assistant Principal
Designated Safeguarding Lead	- Ms C Cook, Assistant Principal
Named Safeguarding Governor	- Mrs L Johnson

Introduction

SRE is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. Sex and relationships education is part of the personal, social and health and citizenship education curriculum in our school. While we use sex and relationships education to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that is age appropriate, allowing children and young people to ask and explore moral questions in a safe and secure environment.

Rationale

We teach sex and relationships education in the context of the Academy's aims and values framework. In particular, we teach sex and relationships education in the belief that:

- sex and relationships education is part of a wider social, personal, spiritual and moral education process;
- sex and relationship education is taught in a cyclical approach building on previous knowledge, skills and understanding;
- young people should be taught to have respect for their own bodies;
- young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law;
- it is important to build positive relationships with others, involving trust and respect;
- young people need to develop personal responsibility, self-respect and appropriate decision making skills
- consulting with parents on all matters of the policy;
- providing appropriate training and resources to enable teachers to teach sex and relationships education;
- listening to the views of the young people in our school regarding sex and relationships education,
- linking with local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

Organisation

Delivery is through:

- A well planned co-ordinated approach through appropriate curriculum areas and where appropriate themed days, or focused group work.

- In PSHE, students are taught in year 7-9 about pressures to have sex and consequences of sexual relationships. In KS4, students are taught about sexual health, parenthood, consequences of teenage pregnancy, how to access support, and relationships.
- It is also addressed by discussion of moral and ethical issues which may arise from apparently unrelated topics in subject areas.

Teaching approaches.

A variety of approaches which cater for children and young people's different learning styles are used to ensure pupils are actively engaged in their learning. These include discussion, group work, drama and other active learning techniques.

The Role of Parents and Carers

We wish to build a positive and supporting relationship with the parents of children and young people at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the academy's sex and relationships education policy and practice and encourage them to be involved in reviewing the school policy and making modifications to it as necessary;
- answer any questions that parents may have about the sex and relationships education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school.

Parents have the right to withdraw their child from part of the sex and relationships education, but not that part covered in the statutory Science Orders. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children.

The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children and young people with regard to health education. Provision is in partnership with the teaching staff and is part of a planned programme of Personal, Social, Health and Citizenship Education.

Confidentiality

Whilst providing a safe and secure environment for the children and young people to access quality PSHE provision confidentiality will be respected. However should any disclosures be made in relation to the safety of any pupils' staff will take the appropriate action informing their line manager/designated safeguarding lead.

Teenage Pregnancy

If a pupil of statutory school age discloses to a teacher that she is or maybe pregnant then the teacher will follow the Academy's Child Protection Policy and notify the designated safeguarding lead and the Principal who must then notify the Education Safeguarding Team, Children and Families Team and the Teenage Pregnancy Reintegration Officer. The Teenage

Pregnancy Reintegration Officer provides support and advice to the pupil, their parents and the school.

The Role of the Principal

It is the responsibility of the Principal to ensure that staff, governors and parents are informed about the sex and relationships policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle an issue with sensitivity.

The Principal liaises with external agencies regarding the school sex and relationships programme and PSHE, and ensures that all adults who work with young people on these issues are aware of the school policy and work within this framework.

The Principal monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The Principal will consult with pupil representatives about SRE policy and provision and ensure their views are reflected in school policy.

The Role of the Governors

A nominated governor will have a link role between the academy and the governing body for child protection/safeguarding, SRE and teenage pregnancy.

Monitoring and Review

Sex and Relationships Education will be monitored by the Lead teacher and SLT

An annual report will be made to governors and a summary included in their annual report to parents. The full policy will be made available to all parents when their child enters the school.

The Curriculum Committee of the governing body monitors our sex and relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships programme, and makes a record of all such comments. Governors require the Principal to keep a written record, giving details of the content and delivery of the sex and relationships programme that we teach in our school.