

# **SWINDON ACADEMY STAFF POLICIES**

## **Sex and Relationship Policy (S18)**

### **The Aim of the Sex and Relationship Education Policy**

The aim of the Sex and Relationship Education Policy at Swindon Academy is to clarify the provision of sex and relationship education to all students (including education about HIV and AIDS and other sexually transmitted diseases) and the teaching of human growth and reproduction as set out in the National Curriculum. Sex and relationship education is delivered through the PSHE and citizenship framework.

### **Implementation**

- Swindon Academy will teach about relationships, love and care and the responsibilities of parenthood as well as sex.
- Young people will gain a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Sex and relationship education will be taught with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, and ensure that our young people understand how the law applies to sexual relationships.
- Parents will be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.
- Teachers are required to adhere to Swindon Academy policy on confidentiality between themselves and students, especially when they believe that a student has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law.
- Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that Swindon Academy will be in the position of having to handle information without parental knowledge. Where younger students are involved this will be grounds for serious concern and Child Protection issues will need to be taken to the Associate Principal or the Assistant Principals.
- The Academy encourages students to talk to their parents or carers and will give the students the support they require to do so. If there is evidence of abuse the Academy's child protection procedure will be adhered to, ensuring that students are informed of sources of confidential help, for example, the Academy nurse, counsellor, GP or local young person's advice service.
- Students will be taught to behave responsibly towards sex and relationship issues and be able to make informed decisions. Students will be consulted on the sex and relationship education policy via the Academy council.
- Parents or guardians have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under [National Curriculum Science](#).

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- The views of parents will be borne in mind when developing the sex and relationship education policy/programme, and parents will be consulted to ensure that the policy reflects their wishes and the culture of the community served by the Academy.

## **Roles and Responsibilities**

The Local Governing Body is responsible for having knowledge of this policy. The Principal will make it available to parents as requested.

The Principal will ensure that this policy is met and this will be done by through the Curriculum evaluation and review procedure operated by the Academy. These finding will be reported to the Local Governing Body.

Staff are responsible for adhering to the policy with special reference to the confidentiality procedures.

Staff have a responsibility not to give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Staff should however, refer students to other agencies so support can be accessed.

Staff have a responsibility to engage in objective discussions on homosexuality but not to promote it.

## **Confidentiality**

Staff will be required to adhere to the policy on confidentiality between themselves and students as set out within this section. However, staff cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken the student should, if at all possible, be informed first and then supported, as appropriate.

It is only in the most exceptional circumstances that the Academy should be in the position of having to manage information without parental knowledge. Where younger children (normally under the age of 16) are involved there will be grounds for serious concern and child protection clarity issues will need to be addressed. Students should be encouraged to talk to their parents and given support to do so. If there is evidence of abuse child protection procedure should be adhered to, ensuring that students are informed of sources of confidential help, for example, the academy nurse, academy counsellor, GP or local young person's advice service e.g. The Clivey.

## **Monitoring, Evaluation and Review**

The Sport and Health Education Curriculum Leader will regularly monitor PSHE lessons and oversee the teaching of sex education.

The Assistant Principal PDWB will review the monitoring work of PSHE and have regular meetings with the Curriculum Leader Sport and Health to ensure that the PSHE curriculum is being correctly delivered.

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The Local Governing Body will review this policy annually and assess its implementation and effectiveness.  
The policy will be promoted and implemented throughout the Academy.

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## **Appendices**

### **Curriculum and Pastoral Implications**

Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science. The views of parents need to be borne in mind when implementing a sex and relationship education policy, and parents will be invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

Teaching methods will be attuned to helping students learn how to make informed choices, establish healthy lifestyles and build up a system of values. The participation of students in lessons is essential in order to encourage them to learn from others and to understand themselves.

Certain lessons are mandatory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such mandatory lessons will not include material on AIDS, HIV, and other sexually transmitted diseases, or any aspect, other than biological aspects of human sexual behaviour.

The programmes of study for sex education will demonstrate:

- i. Progression: From Key Stage 2, and 3 to Key Stage 4 language, concepts and content will increase in depth and complexity as the students mature physically, intellectually, emotionally and socially.
- ii. Relevance and Differentiation: Teachers, in being aware of the levels of development of their students, will identify existing knowledge and needs and build on them appropriately.
- iii. Integration: Sex education will be integrated into a programme of Personal, Social and Health Education and into other relevant areas of the curriculum.

A sex and relationships education programme is not just what is taught in classrooms.

Young people learn much from the overall ethos of the academy from the attitudes of staff, from relationships, and from a sensitive and affirming environment. It is important that all staff actively adopt the principles of this policy whether or not they are directly deployed for the delivery of the sex and relationships programme. In this way all will be enabled to make a positive contribution to the policy and the development of young people.

### **Pastoral Care Implications**

Sexuality is an important part of living and learning but it may present some individuals with worries and tension at certain times in their lives. The quality of support available for individual students worried or disturbed by some aspect(s) of their development, relationships or environment is of prime importance.

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Good teachers have always taken a pastoral interest in the welfare and wellbeing of children and young people, and will continue to do so in these matters. Care must be taken, however, in counselling and giving advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. It will require skilled judgement to know when to counsel and when - and how - to refer for specialist counselling and support.

## **Implementation and Procedures**

Sex and relationships education will be the responsibility of different specialists as well as teachers. The core team will include the teachers of the PSHE and Citizenship curriculum and:

- ✓ The Academy Nurse;
- ✓ The Police Schools Liaison Officer;
- ✓ The Chaplaincy Team,
- ✓ The Education Welfare Officer.
- ✓ The Sex and Relationships Adviser,

Visiting speakers may be used to help enhance sex and relationships education programmes. Where they are used they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one to- one situation with individual students but, in a classroom situation, they will be expected to follow the Academy Confidentiality Policy.

Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers should encourage students to seek advice from parents and/or general practitioners or appropriate health professionals attached to the academy.

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme.

In such cases, particularly since they may involve students whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

ULT and the LGB will expect teachers to draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.

Avoiding sensitive or controversial issues does not make them go away and can leave children and young people confused and at risk. ULT documentation is in favour of the discussion of topics such as contraception, abortion, homosexuality, HIV/AIDS and other sexually transmitted diseases.

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## **Morals and Morality**

Morals and morality are essential dimensions of sexuality and relationships. The sex and relationships programmes in the group's schools and academies will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies. In so doing the ethos of the school and academy should be given particular emphasis. Specific areas which should be treated with sensitivity include:

### **A. Relationships**

Relationships have an important part to play in sex and relationship education.

Friendship, making relationships and the valuing of friendship are likely to be topics in the early part of the programme. Choosing a partner, assessing personal qualities, considerations before marriage and relationships within the family will be considered together with roles, avoidance of stereotyping and acknowledging different attitudes and influences.

### **B. Contraception**

The different types of contraceptive methods will be dealt with generally together with information about agencies which offer help and advice.

### **C. Abortion**

It is accepted that abortion is an emotive issue and that any teaching must present a balanced view that respects a range of religious beliefs and takes into account the law relating to abortion. Teaching this topic provides an opportunity to establish fact, clarify thinking and explore values and beliefs.

### **D. HIV/AIDS / Sexually Transmitted Diseases**

The publicity in public health campaigns and strong media attention has put AIDS into the language of even very young children.

1. Students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing; for older students sharing needles and specific sexual behaviour).
2. All need to learn that there are no risky groups, only risky behaviours, and that there is no danger from persons with AIDS in any normal social contact.
3. Although HIV and AIDS have received the majority of publicity in recent years, young adults need to know that there are other sexually transmitted diseases that are more prevalent.

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### **E. Homosexuality and Same Sex Relationships**

1. The group recognises that there are stable and loving relationships outside of marriage and these may be discussed with pupils.
2. The group recognises the need to address homosexuality and objective discussion about homosexuality may take place in the classroom.

### **F. Sexuality and Physical Development**

Self-awareness and change are important dimensions in sex and relationship education, as are acceptance of the sexuality and choices of others and understanding the pressures from peers and the media.