



SECKFORD FOUNDATION
FREE SCHOOLS TRUST

**POLICY
DOCUMENT**

Sex and Relationship Education Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Leadership Group
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APPROVED Signature (Trust Board):	DATE ()
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1. Other relevant policies and documents

- Equalities Policy
- Inclusion Policy
- Safeguarding Policy
- SMSC Policy
- Whistleblowing Policy

- Schemes of Work for all subjects (esp. Tutorial, Science and PSHE)
- Tutor Job Description
- 'Sex and Relationships Education Guidance', Department for Education, July 2000 (Ref: DfEE 0116/ 2000)
- DfE POLICY STATEMENT: RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION - The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education; Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment to the Children and Social Work Bill on 1 March 2017 which will come into effect from September 2019

2. Explanation of terms used in the policy

'Trust' = Seckford Foundation Free Schools Trust

'Free School(s)' = schools within the Trust

SMSC = Spiritual, Moral, Social and Cultural

SRE = Sex and Relationships Education

3. Purpose of the policy

This document outlines the SRE education policy for all Trust Free Schools. This policy covers the Trust and all its Free Schools and as such there is no need for each Free School to have its own policy.

4. Policy statement

The vision of the Seckford Foundation Free Schools Trust is to "Provide A Foundation for Life" for students in our Free Schools. We aim for all students to:

- achieve their potential through a culture of high academic, personal and social expectations and aspirations;
- have their needs met and be recognised as individuals through high quality inclusion and pastoral care systems;
- learn in a safe, healthy and stimulating environment in which every child matters and in which parents / carers and the wider community are part of the learning journey;
- enjoy an all-round education beyond academic study, so that each can discover his or her

latent talents.

Through this vision we intend for our young people to be equipped to take their place in society as valued, economically viable and responsible citizens. Our students will leave our Free Schools empowered as independent, co-operative, innovative and motivated young adults with the skills for and love of learning for life.

This sex and relationship education Policy is founded on the 6Cs to Success (Co-operation, Commitment, Confidence, Community, Challenge, Celebration) that underpin the ethos of the Trust and its Free Schools. The 6Cs to Success ensure a positive ethos based on the development of key skills and values for life.

In accordance with the Learning and Skills Act 2001 through SRE, students learn about the nature of marriage and its importance for family life and the raising of children. Students are protected from teaching materials that would be considered inappropriate when bearing in mind the age, religion and culture of the students.

SRE is the name now used to encompass Sex Education, Birth Education and many aspects of the PSHE curriculum involved with the ways in which individuals relate to each other. SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

5. Why teach SRE?

The Trust and its Free Schools believe that high quality sex and relationship education should:

- empower students;
- offer a positive and open view of sex and sexuality, and support sexual self-acceptance;
- be well linked to contraceptive services;
- be sustained by working within a theoretical framework;
- meet local needs;
- ensure the entitlement of all students to sex and relationship education and undertake specific work to meet the needs of vulnerable and marginalised students;
- be provided early; before puberty, before feelings of sexual attraction and before sexual relationships are developed;
- reinforce value messages;
- focus on risk reduction;
- use active learning and participatory techniques;
- ensure that students have a critical awareness of the messages that are portrayed in the media.

6. Aims of the SRE Policy

The Trust and its Free Schools aims to prepare all students for a future in which they:

- have developed positive values and a moral framework that will guide their decisions, judgements and behaviour;
- are aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within relationships;
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV;
- avoid being exploited or exploiting others;
- avoid being pressurised into having unwanted or unprotected sex;
- get confidential sexual health advice, support and, if necessary, treatment;
- know how the law applies to sexual relationships.

7. Objectives of the SRE Policy

The Trust and its Free Schools holds the following objectives for the SRE Policy:

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured;
- to enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- to enable students to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers;
- to enable students to develop the ability to form positive, non-exploitative relationships;
- to enable students to be aware of personal, psychological, emotional and physical changes in themselves and others;
- to enable students to understand the process of human reproduction;
- to emphasise the role and the value of family life;
- to enable students to know what is and what is not legal in matters relating to sexual activity;
- to inform students of where they can go for further information and advice.

8. Values framework

Sex and relationships education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships.

Among the values promoted are:

- respect for oneself and other people;
- taking responsibility for one's actions in all situations;

- honesty and loyalty in relationships;
- the importance and responsibilities of the family unit for all members;
- sensitivity towards the needs and views of others;
- recognition of the physical, emotional and moral implications, and risks, of certain types of behaviour;
- recognition and acceptance of the differences of others.

9. Delivery of SRE

SRE is taught as part of the PSHE and Tutorial programme. Additional Sex Education is provided through the Science curriculum.

Through the PSHE programme, the following themes incorporate SRE **these themes and issues should be covered, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:**

- **different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;**
- **how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;**
- **how relationships may affect health and wellbeing, including mental health;**
- **healthy relationships and safety online; and**
- **factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.**

Relationships and RSE, and will also cover the broad pillars of:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;
- economic wellbeing and financial capability;
- careers education, preparation for the workplace and making a positive contribution to society.

SRE is delivered using a variety of learning approaches and teaching methods which encourage students to participate, question and communicate. This includes use of videos, posters, leaflets, books, the internet, brainstorming, small group discussion, art and display work, case studies, role play, guest speakers, debates or students carrying out their own research etc.

Agreed ground rules will be displayed for everyone to see during SRE lessons. Ground rules will also be periodically reviewed to evaluate how well the group is working and changed if necessary.

Every effort is made to take into account the sensibilities of students and students are never encouraged to discuss their own sexual behaviour or experiences. SRE should usually be carried out in the 'third person'.

10. Specific issues

Using outside speakers

Inputs and support is sometimes provided by:

- school nurse
- local youth worker
- local doctor
- local clinic and community nurse, health visitors and midwife
- sexual health, HIV / AIDS and / or STI specialist workers
- other adults in the local community

The role of parents / carers:

The most effective SRE acknowledges the different contributions a range of agencies and settings can make. Programmes which involve parents / carers, notifying them what is being taught and when, can support the initiation of dialogue at home. Parents and carers and schools both need to engage with students about the messages that they get from the media, and give them opportunities for discussion. Therefore parents and carers will be informed and supported to understand the programme delivered at Free Schools across the Trust and the part parents and carers can play in this.

Different settings provide different contexts and opportunities for SRE. At home, students can easily have one-to-one discussions with parents or carers which focus on specific issues, questions or concerns. They can have a dialogue about their attitudes and views.

Sex education at home also tends to take place over a long time, and involve lots of short interactions between parents and their children.

Healthy Schools have an important role to play in helping and supporting parents to talk to their children and we do so by providing workshops, a resource and video library and information and guidance.

Safeguarding:

Effective SRE may often bring about disclosures of safeguarding issues and staff should be aware of the procedures for reporting their concerns. It is the responsibility of all staff to ensure that they know and understand the procedures for reporting concerns. All concerns will be immediately referred to the Designated Safeguarding Lead (DSL) or the Assistant Designated Safeguarded Lead (ADSL) as outlined in the Safeguarding Policy.

Disclosures:

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity staff will ensure that:

- The student is encouraged to talk to their parent / carer;
- Safeguarding issues are addressed, and the DSL or ADSL are informed.

11. The right to withdraw

Any parent has the right to withdraw their son or daughter from all or part of the SRE programme delivered in the Free Schools across the Trust except those parts of the programme that are covered by the Science curriculum.

Parents / carers wishing to exercise this right should write to the Headteacher of the relevant Free School.

12. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Headteacher of the relevant Free School in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

13. Compliance and performance monitoring

The Trust will review this policy every three years and ensure that practice across all schools is in line with this policy. Any review will take into account the most up-to-date legislation and SRE expectations from Ofsted.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy include:

- Internal audit
- External audit
- Governor visits
- Random testing by line managers