



ATLP Sex and Relationship Education Policy- Secondary Schools

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1. Sex and Relationship Education Policy

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000.

2. The Consultation Process Has Involved:

- Review of Sex and Relationship Education (SRE), curriculum content with staff.
- Consultation with wider school community e.g. school nurse.
- Consultation with school Governors.

3. What Is Sex and Relationship Education?

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.

4. Principles and Values

In addition, ATLP believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and an acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education across our ATLP schools has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships and marriage;

- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

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. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme in our ATLP schools aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour, have the confidence and self esteem to value themselves and others, respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality, challenge sexism and prejudice and promote equality and diversity.
- understand the arguments for delaying sexual activity.

- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships.

6. Organisation and Content of Sex and Relationship Education

Our ATLP schools deliver SRE through a variety of means such as:

- PSHE (Personal, Social & Health Education)
Programme delivered through lessons at KS3, KS4 and RE at KS4.
- Enrichment programmes in Years 12 and 13.
- Assemblies to all students on a number of different issues.
- Form tutors work closely with their tutees over a number of years; we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances.
- Our pastoral teams – specific to personal needs.
- School Nurse for advice, through drop in sessions.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular topics in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive SRE, and we will offer provision appropriate to the particular needs of all students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that SRE is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the SRE except for those parts included in the statutory National Curriculum

(i.e. in Science lessons). Parents are encouraged to discuss their decisions with the school at the earliest opportunity. Parents are welcome to review any SRE resource the school uses.

9. Confidentiality, Controversial and Sensitive Issues

Teachers and support staff cannot offer unconditional confidentiality.

In a case where a member of staff learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their code of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's guidance on this.

10. Monitoring and Evaluation of Sex and Relationship Education

SRE will be monitored and evaluated in ATLP schools in a timely manner to ensure it meets the needs of all students.

This policy will be reviewed regularly.