



SRE Policy

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Q3 Academies Trust

Contents

Contents.....	2
1. What Is Sex and Relationship Education?	3
2. Principles and Values.....	3
3. Attitudes and Values	3
4. Personal and Social Skills.....	3
5. Knowledge and Understanding.....	4
6. Aims	4
7. Organisation and Content of Sex and Relationship Education.....	4
8. Inclusion.....	5
9. Right to Withdrawal of Students from Sex and Relationship Education	5
10. Controversial, Sensitive Issues and Confidentiality.....	6
11. Monitoring and Evaluation of Sex and Relationship Education.....	6

1. 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, and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2. Principles and Values

In addition, Q3 Academy believes that SRE should:

- ✓ Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- ✓ Be an entitlement for all young people.
- ✓ Encourage every student to contribute to our community, and aim to support each individual as they grow and learn.
- ✓ Be set within this wider Academy context and support family commitment including 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 acceptance of different approaches.
- ✓ Encourage students and Learning Consultants to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any in particular. The important values are love, respect, and care for each other.
- ✓ Generate an atmosphere where questions and discussions on sexual matters can take place without any stigma or embarrassment.
- ✓ Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- ✓ 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.

SRE in the Academy has three main elements:

3. 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;
- ✓ Developing critical thinking as part of decision-making;
- ✓ Challenging myths, misconceptions and false assumptions about normal behaviour.

4. 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;

- ✓ Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited and exploiter).

5. 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.

6. 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 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;
- ✓ Have 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 platonic relationships;
- ✓ Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- ✓ Communicate effectively by developing appropriate terminology for sexual 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 their partner from unwanted conceptions and sexually transmitted infections;
- ✓ 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.

7. Organisation and Content of Sex and Relationship Education

Q3 Academy specifically delivers SRE through its SMSC Programme, and Science lessons at KS3, and KS4.

Much of the SRE at Q3 Academy takes place within Wellbeing Inspire lessons and Tutor Time. Personal Tutors generally deliver the SMSC Curriculum with support from professionals where appropriate. Personal Tutors work closely with their tutees over a number of years and are ideally placed to work with students on many of the SRE strands as they have in depth knowledge of each of their tutees' individual circumstances. SRE lessons are set within the wider context of the SMSC

curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Aspects of the SRE programme are integral to the Science National Curriculum and are delivered by a specialist team. These lessons have a more detailed focus on the physical aspects of development and reproduction; however, the importance of healthy relationships is still addressed.

The SMSC Programme and Science National Curriculum are taught to every year group.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist Learning Consultants support Personal Tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered by the year team or the SMSC co-ordinator who will help with the planning or delivery of lessons if required.

Assessment is carried out at the end of every module and involves Learning Consultants, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

8. Inclusion

8.1 Ethnic and Cultural Groups

Our policy has been written sensitively to respect the needs of different ethnic groups. For some young people it is not culturally acceptable for them to be taught particular aspects in mixed groups. Where necessary we will respond to parental requests and concerns.

8.2 Students with Special Needs

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.

8.3 Sexual Identity and Sexual Orientation

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

9. Right to 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 sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with

staff at the earliest opportunity. Parents are welcome to review any SRE resources the Academy uses.

10. Controversial, Sensitive Issues and Confidentiality

Learning Consultants cannot offer unconditional confidentiality. Learning Consultants are not legally bound to inform parents or the Head of School of any disclosure unless the Head of School has specifically requested them to do so.

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

- ✓ The young person will be persuaded, 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 Designated Safeguarding Lead under the Academy's procedures.
- ✓ the young person will be properly counselled about contraception and safe sex, including precise information about where young people can access contraception and advice services.

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

Health professionals in the Academy are bound by their codes of conduct in a one-to-one situation with an individual student, but in a lesson situation they must follow the Academy's confidentiality policy.

11. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the AVP in charge of SMSC to oversee and organise the monitoring and evaluation of SRE, in the context of the overall Academy plans for monitoring the quality of teaching and learning. The SMSC delivery team will undertake an annual self-evaluation and a twice yearly monitoring and evaluation exercise led by the Academy Leadership Team.

The Governors' Curriculum and Staffing Committee have ultimate responsibility for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

The Governing Body will review this policy annually and assess its implementation and effectiveness.