



**THE KINGSWAY  
ACADEMY**

**Sex and Relationships  
Education Statement**

**2014/2015**

## **RATIONALE**

All maintained secondary schools in England have a statutory requirement to teach a programme of sex education including work on HIV, AIDS and other sexually transmitted infections. All maintained schools are also required to have an up to date policy. However Academies differ from maintained secondary schools as Sex Education is not compulsory and there is no requirement for a SRE policy but where there is a policy it should be produced with regard to the statutory SRE Guidance 2000

At The Kingsway Academy we believe that effective Sex and Relationships Education (SRE) is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships; to be informed; comfortable with the changes during puberty; sexually healthy and emotionally safe.

In addition SRE supports the Government's strategies to improve the health and wellbeing of children and young people.

Academies have a statutory duty to promote the wellbeing of its pupils/students and a good quality SRE enables young people to deal with the health challenges they face in adolescence and in supporting their wider wellbeing. We believe that a comprehensive programme of SRE can have a positive impact on young people's sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy. SRE should also support young people with the skills needed to fulfil their rights and responsibilities, including assertiveness, negotiation and accessing help and advice.

The Kingsway Academy the requirements will be fulfilled, as required by

- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to this guidance; to ensure that pupils learn of the nature of marriage and its importance for family life and the bringing up of children, and that they are protected from unsuitable teaching and materials
- All secondary schools are required to provide SRE which includes (as a minimum) information about HIV/AIDS and other STIs
- Schools must teach the statutory requirements of SRE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, reproduction and infection avoidance
- All secondary schools are required by section 404 of the Education Act 1996 to have an up- to-date policy for SRE. It is the responsibility of the governors to ensure that the SRE policy is up-to-date and fit for purpose. Pupils and parents must be consulted in developing the SRE policy and the policy must be available for pupils and parents to see
- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of SRE provided at school except for those parts included in the statutory National Curriculum. Schools should make alternative arrangements in such cases.

## PRINCIPLES

- Sex and relationships education (SRE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships.
- SRE will be factually accurate, evidence-based and age-appropriate; be sensitive to faith and cultural perspectives; promote equality, inclusion and acceptance of diversity; promote strong and stable relationships; and provide children and young people with a clear sense of rights and responsibilities. SRE will be accessible to all pupils, including those with Special Educational Needs (SEND)
- SRE will be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It will teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices
- SRE will be taught through the statutory requirements of the National Curriculum Science Order and through a well-planned Personal, Social, Health, Citizenship and Economic (PSHCE) education.
- There will be a lead teacher with responsibility for coordinating SRE, as part of a wider responsibility for PSHCE education. SRE will be delivered by a specialist team of teachers. Non-teaching staff have an invaluable role to play in supporting the delivery of SRE, but will not be used as a substitute for trained teachers. Teachers of SRE will have access to a range of high quality support through ongoing CPD opportunities
- SRE will be set within a framework for PSHCE and a robust SRE policy. Other subjects will support the delivery of SRE. Schemes of Learning will be prepared to identify the elements of SRE taught across the curriculum and to show how the requirements of SRE within PSHCE and the National Curriculum Science are delivered
- Teaching strategies will include using interactive learning methods that support participation and encourage reflection; establishing ground rules, and responding to/being conscious of pupils existing knowledge and experience. External expertise will be used to enhance delivery, as appropriate
- Teachers will assess pupils/students' learning to ensure that it meets the needs of all pupils. In addition pupils and students will be involved in the audit and review of current provision, design, planning and evaluation of SRE
- The Academy will endeavor to build strong partnerships with parents/carers, community organisations (such as faith and cultural groups) and health professionals, in order to support community cohesion, minimize withdrawal from lessons as well as enhancing teaching and learning of SRE
- SRE in the classroom will be supported by a whole school approach that includes the Academy's values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community

- Specialist and one-to-one support will be available to answer questions of a personal nature and to inform children and young people about sources of help and advice eg the school nurse and external agencies
- A confidentiality policy will be reviewed in consultation with parents, pupils/students and governors, which will support SRE by setting out clear boundaries for pupils/students and parents/carers about the sharing of information and how to make the learning environment safe

## **MONITORING, REVIEW AND EVALUATION**

Monitoring the delivery of SRE policy is the responsibility of the Lead SRE co-ordinator. Issues raised by parents/carers will be dealt with by the Assistant Principal (Curriculum). The policy will be reviewed annually by the Teaching and Learning Committee of the Governing Body.

## **AIMS OF SRE AT THE KINGSWAY ACADEMY**

### **Values and attitudes**

- mutual respect,
- the value of family life, marriage and of loving and stable relationships in bringing up children
- rights and responsibilities, for self and others
- commitment to safety and wellbeing
- gender equality
- acceptance of diversity, and
- that violence and coercion in relationships are unacceptable

### **Knowledge and understanding**

- learning and understanding emotional and physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning how to resist unwelcome pressures to be sexually active
- learning how to avoid unplanned pregnancy and STIs including learning about contraception and infection avoidance
- learning about pregnancy and the choices available
- learning about the range of local and national sexual health advice, contraception and support services available
- understanding the legal aspects of sexual behaviour
- learning about the links between sexual health and alcohol
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning about the impact of coercion and violence and understanding that consent is critical.

### **Personal and Social skills**

- learning to identify their own emotions and those of others
- managing emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- communicating openly and respectfully about sex and relationships
- making and carrying out decisions
- developing an appreciation of the consequences of choices made
- coping with and resisting unwelcome peer pressure
- managing conflict
- learning how to identify risk,
- recognising and avoiding exploitation and abuse, and
- asking for help and accessing advice and services.

## APPENDIX

Key Stage 3 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)	Science: Statutory Programme of study: (QCA 2007)	Questions to help pupils to explore SRE within the national curriculum
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> <li>• examples of diverse values encountered in society and the clarification of personal values (a)</li> <li>• physical and emotional change and puberty (c)</li> <li>• sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities (d)</li> <li>• the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement (i)</li> <li>• different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships (j)</li> <li>• the nature and importance of marriage and of stable relationships for family life and bringing up children (k)</li> </ul>	<p>Range and content should include:</p> <p>Organisms, behaviour and health</p> <ul style="list-style-type: none"> <li>• The human reproductive cycle includes adolescence, fertilisation and foetal development</li> <li>• Conception, growth, development, behaviour and health can be affected by diet, drugs and disease</li> <li>• The curriculum should provide opportunities for pupils to: <ul style="list-style-type: none"> <li>• Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health</li> </ul> </li> </ul> <p>Explanatory notes:</p> <p><b>Sexual health:</b> includes issues related to contraception, pregnancy and disease</p> <p><b>Diet, drugs and disease:</b> This includes... the effect of drugs such as alcohol,</p>	<ul style="list-style-type: none"> <li>• What is normal physical development during adolescence and what is a positive body image?</li> <li>• What is sexual attraction and sexual orientation and how does it vary between people?</li> <li>• How do friends, culture, faith and family influence beliefs and attitudes to sex and relationships?</li> <li>• How may our relationships with peers and family change during adolescence?</li> <li>• How do I feel about these changing relationships?</li> <li>• What skills do I need to cope with this?</li> <li>• What messages about our bodies, sex and relationships does the media present and how is this different to reality?</li> <li>• How does this make me feel?</li> <li>• What is my attitude to positive body image, how does this vary for men/women/disabled people, and how are my views affected by peers, family, community and the media?</li> <li>• What affects our self-esteem – and how does self-esteem affect our emotional health and relationships with others?</li> <li>• What factors makes a loving and happy relationship?</li> <li>• What factors can make relationships unhappy?</li> <li>• What is equality in relationships and what are the characteristics of unequal relationships?</li> <li>• What is the value of stable</li> </ul>

<ul style="list-style-type: none"> <li>the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities (m)</li> </ul>	<p>tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.</p>	<p>relationships and how are people affected by separation and loss?</p> <ul style="list-style-type: none"> <li>What are the different ways of expressing sexual intimacy, and what are the associated risks of STIs and pregnancy?</li> <li>What is the law on consent to sexual activity?</li> <li>What do I understand about consent in relationships?</li> <li>What skills and attitudes do I need to develop in relationship to it?</li> <li>How do I assess risk in sex and relationships?</li> <li>What are some of the influences on our choices about sex and relationships and how can I deal with peer pressure?</li> <li>How do males/females behave differently in relationships and what other choices do they have?</li> <li>How does alcohol and drugs affect sexual behaviour?</li> <li>What are sexually transmitted infections, how are they transmitted, treated, tested and prevented (including condoms)?</li> <li>What is the role of hormones in the menstrual cycle and how does fertility change with age?</li> <li>How do women get pregnant and what sexual activities can / cannot lead to conception?</li> <li>What choices does a woman have if she gets pregnant, including keeping the baby, abortion and adoption?</li> <li>What are the different types of contraception including emergency contraception and how are these used?</li> <li>How can I talk to my parents or a trusted adult if I need help and advice?</li> <li>What can I expect from contraception and sexual health services and where and when are these services available?</li> </ul>
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**Key Stage 4 – Sex and Relationships Education in the Curriculum**

<b>PSHE: Non-statutory Programme of study: Personal Wellbeing (QCA 2007)</b>	<b>Science: Statutory Programme of study: (QCA 2007)</b>	<b>Questions to help pupils to explore SRE within the national curriculum</b>
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> <li>• the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them (a)</li> <li>• how the media portrays young people, body image and health issues (b)</li> <li>• the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities (d)</li> <li>• where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid (e)</li> <li>• characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis (f)</li> <li>• parenting skills and qualities and their central</li> </ul>	<p>Pupils should be taught:</p> <p>Organisms and health</p> <ul style="list-style-type: none"> <li>• Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments</li> </ul>	<ul style="list-style-type: none"> <li>• How can conflict arise in relationships with my peers, family and others and how can I deal with it?</li> <li>• What are my relationships values?</li> <li>• How can good communication lead to more understanding and fulfilling relationships?</li> <li>• What are some of the sources of power in relationships including financial, emotional, age and gender and what are the options in relationships where power is unequal?</li> <li>• How skills do I need to resist pressure to do things I don't want to do - from peers and in a sexual relationship?</li> <li>• What can I do to retain control in risky situations?</li> <li>• How can I cope with strong feelings such as anger, sadness, desire and love?</li> <li>• What are the features of different methods of contraception and what protection do they offer in terms of STIs and pregnancy?</li> <li>• Is responsibility for contraception and protection shared in relationships and how can responsibility be negotiated?</li> <li>• How do alcohol and drugs affect sexual decision-making and what strategies can reduce the risks?</li> <li>• What are the responsibilities of being a parent and what skills do I need?</li> <li>• How can I contribute to challenging bullying, homophobia, sexism and discrimination?</li> <li>• What are some of the social and personal impacts of having an STI, for example HIV, and how can social stigma be challenged?</li> <li>• What is my attitude to the way in which the media present sex and</li> </ul>

<p>importance to family life (h)</p> <ul style="list-style-type: none"> <li>• the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances (i)</li> <li>• the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse. (j)</li> </ul>		<p>relationships and how is reality distorted, for example in pornography?</p> <ul style="list-style-type: none"> <li>• What sexual and reproductive rights do I have as a young person (including rights relating to information, healthcare, confidentiality and the law)?</li> <li>• How can I talk to my parents or a trusted adult if I need help or advice?</li> <li>• What is the full range of services, help and information available to me including local contraception and sexual health services, counselling, pharmacists, GPs, drop-in services for young people, telephone help-lines and internet sites?</li> <li>• Am I confident enough to access help and support?</li> </ul>
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