



The Sutton Academy

Health and Sex Education Policy

Status	Statutory
Responsible Trustee Committee	Standards & Curriculum
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Responsible Person	Mrs L Grace
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Introduction

- The Sutton Academy's 'Sex & Relationship Education Policy' meets the requirements of the National Curriculum, the new framework for Personal, Social, Health & Economic Education (PSHCE) and the Social Exclusion Unit report on teenage pregnancy.
- Learning about sexuality and relationships is a lifelong process and The Sutton Academy recognises that parents and carers are the key figures in helping their children to cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity bring. The Academy offers units of Sex & Relationship Education (SRE) as an integral part of a broad and balanced PSHCE programme and within the Science National Curriculum. SRE is delivered in a balanced and sensitive manner, within a moral and caring framework. This is intended to complement and support the role of parents.
- The PSHCE programme will help students develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and Academy life in helping students deal with difficult moral and social questions. SRE is designed to enable our students to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Science as a core National Curriculum subject has statutory units on human reproduction and the physical changes, which take place during adolescence.
- PSHCE looks at areas of emotional change as well as at choice and responsibility.
- In line with the statutory Citizenship specification, Sex and Relationships Education is set within the context of lasting serious relationships and the importance of family life which most students will interpret as consisting of a mother and a father, but recognising that many of our students are from other sorts of families.

Objectives

SRE at The Sutton Academy is intended to help and support our students through their physical, emotional and moral development. SRE is an important part of children's preparation for adult life. In common with all other aspects of education, SRE will be provided to ensure equality of opportunity in relation to:

- access for all to an appropriate programme; and
- the provision offered in terms of learning, environment, content, methodology, learning support, where relevant, and pastoral/welfare structures and procedures.

SRE offers a valuable vehicle for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self esteem and self worth in a learning environment that can demonstrate recognition, acceptance and respect of difference.

What is sex & relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life (both within and outside of marriage), respect and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. This would be considered inappropriate teaching.

It has three main elements:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life and stable and loving relationships for 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.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

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.

The process of SRE is a combination of the sharing of information and the exploration of ideas and attitudes. Specific objectives of lessons, at appropriate stages, will include the following statutory content:

Sex & Relationships Education:

Students should know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful Relationships, including Friendships:

Students should know:

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media

Students should know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.

- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

MORALITY AND VALUES

- Morals and values are essential dimensions of sexuality and relationships. Indeed there is a moral dimension to every aspect of human life.
- Caring adults, whether parents, trustees or teachers are naturally concerned about the moral values of the young. How, then, do we best influence the morality of the next generation?
 - By example, not by exhortation.
 - By reasoned discussion and values clarification, not by instruction.
- We cannot force or oblige people to 'be good'. People develop their own morality; they test their core values and beliefs against their experience. By this, they develop, own and implement their personal moral code.
- The OFSTED Framework refers to:
 - *"Academies must promote the spiritual, moral, social, cultural, mental and physical development of students at the Academy and prepare them for the opportunities, responsibilities and experiences of adult life."*
- The Sutton Academy will have a positive ethos where value and respect for the individual, the development of self-esteem and the validation of cultural and religious diversity are paramount. As such, the delivery of SRE will be set within this context where students are encouraged to make responsible and reasoned judgements and show concern for how their actions may affect others. This broad and balanced programme for SRE will respect individual differences – inspired by cultural, religious and familial background – and it will seek to promote those values which are common to all faiths and societies with a respect for human life and dignity.

Organisation of sex & relationships education

SRE is an important area of the curriculum at The Sutton Academy. It forms a discrete element of the Science and PSHCE curriculum.

KS3

The factual information will be covered predominantly in Science and PSHCE. This will be done with regard to the moral and emotional context.

Year 7

- Positive and Negative Relationships
- Online Safety
- Personal Hygiene

- Puberty
- Risky Behaviour

Year 8

- Respect and Tolerance
- Types of Relationship
- Contraception
- Consent

Year 9

- Sexting and Revenge Porn
- Delaying Sex
- Male Body Image
- Marriage and Relationships
- Local Sexual Health Services

KS4

The focus of SRE is targeted upon increasing student awareness of attitudes and values, personal and social skills and knowledge and understanding in relation to this part of the curriculum in order to prepare them for making informed decisions about relationships and the place of sexual activity within these. SRE is delivered via the Science, PSHCE & RE curriculum, with sessions also delivered by form tutors. Specialist external agencies are also involved in delivering sessions at the Academy, for example: Sexual Health talks, discussions and theatre or drama presentations on related topics and issues.

Year 10

- Contraception
- Domestic Violence
- Consent
- Parenting
- FGM/Breast Ironing/Arranged Marriage/Forced Marriage

Year 11

- Relationship Expectations
- Sexual Health

KS5

SRE will be covered at KS5 throughout the enrichment programme. Students will be given issues to discuss in relation to their every day life. They also look to future issues that may arise in the world of Higher Education or work and key areas they need to be aware of, such as FGM.

Roles & responsibilities

- **The Trust Board** and the **Principal** are obliged to ensure that sex education is given in such a manner that students will be encouraged to be guided by moral principles and recognise the value of family life.
- **The Trust Board** has specific responsibility for drawing up a written policy for the provision of sex education and ensuring that it is monitored and reviewed regularly.
- **The Curriculum Leader of PSHCE/Citizenship Department** has the overall responsibility for the organisation and management of the SRE component in the PSHCE/Citizenship programme for Keys Stages 3 and 4. The Subject Leader of PSHCE/Citizenship has responsibility for Schemes of Work, inviting visiting speakers, monitoring materials used for SRE, worksheets, videos and other publications and resources and liaison with Subject Leader (Science).
- **The Curriculum Leader of PSHCE/Citizenship Department** along with an **Assistant Principal** monitor the delivery of the programme.
- **Health Professionals** who are involved in delivering programmes are expected to work within the Academy's Health and Sex Education Policy and on the instructions of the Principal. However, when they are in their professional role, such as an Academy nurse in a consultation with an individual student, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). Visiting speakers should complement but never substitute or replace planned provision. It is the Curriculum Leader of PSHCE/Citizenship Department and teachers responsibility to plan the curriculum and lessons.

CROSS-CURRICULAR IMPLICATIONS

Health Education is a cross-curricular theme and matters relating to sex education may occur in other area of the curriculum. It is inevitable in secondary Academies that the teaching of apparently unrelated subjects (eg English, Religious Education) will occasionally lead to a discussion of aspects of sexual behaviour, family life, relationships and abortion. Such discussion will not formally constitute part of the Sex & Relationships Education Programme. However, all teachers at The Sutton Academy will follow the guidelines provided for staff contained in this Policy for dealing with such issues as and when they arise. The Academy is confident that staff will draw upon their professional judgement and common sense in these circumstances.

The teaching of sex education – methodology and approaches

- Teachers delivering sex education should aim to present facts in an objective, balanced and sensitive manner. They should provide students with opportunities to explore values, make judgements and be better prepared to make informed and principled choices. All sex and relationship education should be set within a clear framework based upon the PSHCE and Citizenship guidelines. Students must also be made aware of the law on sexual behaviour.
- Young people should be encouraged to appreciate the value of a stable family life, marriage/stable long term partnerships and the responsibilities of parenthood. They should be helped to consider the importance of self-restraint, respect for themselves and others, acceptance of responsibility, loyalty and fidelity. They should be able to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must have responsibility in sexual matters.
- This can only be achieved via reasoned discussion and the provision of accurate information. It cannot be done by instruction alone. Young people need to be warned of the risks of sexual behaviour, but emphasis should not solely be on the negative aspects of sexual activity. This can be counter-productive. Students should not be forced to follow a defined moral code. Our job is to promote the spiritual, moral,

social, cultural, mental and physical development of students within our Academy and help to prepare our students for the opportunities, responsibilities and experiences of their adult life.

- The PSHCE Curriculum is based on a spiral model in which key aspects, such as SRE, are revisited at different stages. This offers progression, increasing in depth of concept and content as the students mature physically, intellectually, emotionally and socially.
- PSHCE lessons at KS4 should provide a supportive climate for discussion. 'Ground Rules' are set for discussion and the groups are encouraged to demonstrate trust, care and compassion. They are required to listen to the opinions of others, respect confidentiality, privacy and the 'right to pass' without embarrassment.

Setting ground rules

- A set of ground rules at the beginning of each lesson will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. It can be beneficial for a class to work out the set of ground rules together. Possible ground rules might include:
 - No one (teacher or student) will have to answer a personal question;
 - No one will be forced to take part in a discussion;
 - Only the correct names for body parts will be used; and
 - Meanings of words will be explained in a factual way.

Dealing with questions

- Teachers will need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances of unexpected questions or comments from students. The following points offer further guidance on dealing with students' questions.
 - If the question is too personal, the teacher should remind the student of the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person, such as a counsellor, Academy nurse, helpline or an outside agency or service.
 - If the teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the student or teacher or both together research the question later.
 - If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later.
 - If a teacher is concerned that a student is at risk of sexual abuse, they should follow the Academy's Child Protection Procedures.
- Students will be encouraged to be involved in their own learning and clear guidelines will operate regarding language usage and gender and sexual stereotyping.
- A range of teaching and learning strategies will be used when dealing with issues that can be difficult to discuss in a large group or for working with students who find SRE embarrassing.
 - Care with group dynamics
 - Use of pairs and small groups
 - Use of the anonymous 'question box technique'
 - Distancing techniques, such as case studies, role plays etc.

- Students will be encouraged to evaluate how well the lessons are going and what changes may need to be made.
- The Sutton Academy has students from diverse cultural and religious backgrounds. As such, we aim to promote a familiarity with the beliefs and value systems that these different religious and cultures have.

Advice and individual students

- It is important to distinguish between, on the one hand, the Academy's function of providing education generally about SRE on the basis described above and, on the other, counselling and advice to individual students on these issues, particularly if this relates to their own sexual behaviour. Teachers delivering sex education have to exercise their discretion and professional judgement about how to deal with issues raised by individual students. Teachers should be confident in continuing to take a pastoral interest in the welfare and well being of students but this function should never trespass on the proper exercise of parental rights and responsibilities.
- Particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. DfE guidance states that *"The general rule must be that giving an individual student advice on such matters, without parental knowledge or consent, could be an inappropriate exercise of a teacher's professional responsibilities."*
- Students should be encouraged to seek advice from their parents/carers and their medical practitioner. Where a student raises specific personal concerns or raises unduly explicit issues, it may well be inappropriate to deal with these in front of the whole class.
- If a teacher has reason to believe that a child is distressed or in danger, they should follow the procedures in the Academy's 'Child Protection Policy' and report their concerns to the Assistant Principal who is the designated Child Protection Co-ordinator as soon as is practical. Staff are not in a position to offer students total confidentiality in this respect. Teachers should advise students that they may have to pass on information that they are given.
- Where the circumstances are such as to lead the member of staff to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him/her at moral or physical risk or in breach of the law, the member of staff has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice as above. In such circumstances, the member of staff should inform the Vice Principal, who should arrange for the student to be counselled if appropriate and, where the student is under age, for the parent to be made aware, preferably by the student himself (and in that case, checking that it has been done) or by direct contact by the Assistant Principal or Student Welfare Service.
- For Post 16 aged students, the above information still applies.
- Students should always be encouraged to discuss the situation with their parents.

Parental rights to withdraw their children from sex education

- Although the Academy hopes that all parents/carers will allow their children to participate in sex education, those parents/carers who are unable to give such permission should write to the Principal stating that they wish their children to be withdrawn either from all or part of the sex education which falls outside the statutory requirements of the National Curriculum Science Orders. Parents may inform the Principal of their reasons. Parents/carers cannot withdraw their children from any part of sex education taught in the National Curriculum. A list of these students will be supplied to all teachers.

Pregnant young women and young mothers in the academy

- *In the event of a student becoming pregnant and carrying the baby to full term, the Academy will ensure that the young woman is given every opportunity to continue with some form of educational training. As far as possible, the student will be supported so that she can continue her education within the Academy. In the event that this is not possible, the student will be offered alternative educational provision in liaison with the Local Authority.*

Sensitive issues

- At The Sutton Academy, sensitive issues are presented in a broad and balanced way, free from sensationalism and personal bias. They are sensitively pitched to the level of students' needs and maturity. Sensitivity to religious beliefs is appreciated as an important dimension. This must be respected.

Menstruation

- Information about menstruation is delivered in Science at Key Stage 3.

Puberty

- Both the physical and emotional aspects of this issue are addressed. At the start of the student's introduction to the PSHCE Programme the teacher sets ground rules and negotiates a common sexual language, where appropriate, for further group discussions throughout the programme. The aim of this is to foster a respectful approach with regards to the use of sexual language.

Contraception

- Teachers may give students full information on the different types of contraception, including emergency contraception and their effectiveness without parental consent. With regard to under 16s, for whom sexual intercourse is unlawful, individual advice must not be given to a student without parental knowledge or consent. However, information can still be given about contraception as part of an agreed Sex Education Programme.
(Gillick ruling 1986)
- Trained staff can give additional guidance and advice on how to discuss this issue with parents. In addition, trained staff can outline the available specialist interventions, such as advice services, counselling and, if necessary, treatment options such as access to medical practitioners.
- There is now more informal knowledge amongst young children about contraception through safer sex publicity i.e. the HIV/AIDS campaigns. Teachers must clarify students' understanding in a relevant manner relating to their age group and experience. It is recognised that students need to assimilate knowledge and understanding of contraception some time before it is needed. Young people need to learn to talk easily about contraception long before they need to use it.

Safer sex, HIV/AIDs and sexually transmitted infections (STIs)

- The teaching of safer sex is an important element in trying to reduce the incidence of HIV/AIDS and Sexually Transmitted Infections (STIs). Students need to know STIs are a major cause of ill health, which can result in long term physical and psychological effects. Inaccurate interpretation of both areas can lead to misunderstanding and extreme prejudice. Thus students need clarification on the facts and knowledge of HIV/AIDS and STIs. Teachers can do much to counter-act the negative effects of informal learning.
- Teaching students to be assertive in forming and negotiating relationships and enabling students to become effective users of contraceptive services, which help prevent STIs and HIV/AIDS, is a positive approach. Students of all ages need to know the facts of STIs and the differences between HIV and AIDS. The importance of prevention is recognised by Government inclusion of specific mention of teaching about HIV/AIDS in its regulations for sex education.
 - *“Whatever the overall policy on sex education adopted by the Trust Board, particular attention should be given to the forms of sexual and other behaviour which carry a risk of infection with HIV and about the ways in which risks may be avoided or lessened.”*

- Students are therefore taught about the different types of STIs, modes of transmission and basic hygiene. High risk behaviours with regard to sexual activity are identified. It is stressed that it is high risk sexual behaviour that causes infection, regardless of sexual inclination. Safer sex is taught in Key Stages 3 and 4 with more detailed discussions in Key Stage 4 and Post 16.

Abortion

- The debate is often polarised on this emotive issue. Students are offered a balanced view with regard to respect for religious beliefs. They have the opportunities to explore dilemmas, which enable them to learn and understand about issues involving and surrounding abortion. It provides the knowledge to distinguish between fact and opinion eg the stage at which human life commences and encourages the development of individual values eg in what circumstances is abortion a positive choice. Overall the task is to reduce the incidence of unwanted pregnancies, by providing information, effective advice on contraception and raising awareness of the right to refuse sex.

Sexual abuse

- Increasing public concern about the widespread occurrence and long-term damaging effects of sexual abuse has been expressed in recent years. To ignore it would neglect the needs of children and young people.
- For teachers, there are two dimensions:
 1. Teaching for prevention i.e. the promotion of self-esteem, the skills of assertiveness (e.g. the ability to say “No”), lack of guilt or embarrassment about sexual matters and skills of self-expression, including appropriate language and understanding.
 2. Recognising the various signs of abuse (physical, emotional and social). The class teacher or form tutor may be more likely than others to play a significant part in the early detection of abuse and should refer to the Academy’s Child Protection Policy and report any concerns directly to the Assistant Vice Principal as soon as practical.

Monitoring the effectiveness of the policy

- Monitoring will take place in line with the Academy’s Monitoring Policy. Review and revision of the Policy will take place in consultation with the Lead for PSHCE/Citizenship, Academy’s pastoral team, Curriculum Leaders, the Leadership Group, the Board of Trustees, all teaching staff, parents, students and relevant outside agencies.
- The Policy will take account of local and national guidelines.