

Sex and Relationship Education Policy

March 2023

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1. **Introduction**

- 1.1. Fareham Academy believes that every young person is entitled to sex and relationship education (SRE) as preparation for adult life. It is a key component to each student's personal, social, health and citizenship education and complements the statutory science education they receive (In line with; DfE Relationships Education, Relationships and Sex Education and Health Education Guidance, June 2019). In planning our programme we aim to support parent/carers in helping their children to make the transition to adult life and we welcome discussion with them. Parents will be informed before SRE lessons and have the right to withdraw their children from any or all aspects of sex education other than those elements required by the National Curriculum Science order.
- 1.2. Effective Sex and Relationships Education has three main elements:
 - 1.2.1. Attitudes and Values
 - 1.2.2. Personal and Social Skills
 - 1.2.3. Knowledge and Understanding
- 1.3. We aim to cover all these elements:
 - 1.3.1. To support young people through the many physical and emotional changes they will experience during their time in school.
 - 1.3.2. To help them develop the skills and attitudes that will help them deal with the difficult decisions in their lives.
 - 1.3.3. To empower them to make responsible and informed choices.
 - 1.3.4. To help young people understand their own values and beliefs and to respect the values and beliefs of other people.
 - 1.3.5. To prevent unintended teenage pregnancy.
 - 1.3.6. To prevent sexually transmitted infections.
 - 1.3.7. To promote an understanding of the importance of respect, care and stability in relationships.
 - 1.3.8. To help young people enjoy their sexuality, take care of their sexual health and understand their rights and responsibilities.
 - 1.3.9. To develop young people's self esteem and skills to help them enjoy relationships that are based on respect and responsibility and are free from any abuse.
- 1.4. SRE education is taught as part of our Tutor Programme, during PDL lessons and during RAK days. The schemes of work;
 - 1.4.1. Teach students about relationships, love, care and the responsibilities of parenthood as well as sex.
 - 1.4.2. Focus on boys as much as girls.
 - 1.4.3. Build self-esteem.

- 1.4.4. Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- 1.4.5. Provide young people with information about different types of contraception, safer sex and how they can access local sources of further advice and treatment.
- 1.4.6. Use young people as peer educators, e.g. Teenage mothers and fathers.
- 1.4.7. Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- 1.4.8. Link SRE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- 1.4.9. Ensure young people understand how the law applies to sexual relationships.
- 1.5. At Fareham Academy, we hope to achieve the above in the following ways:
 - 1.5.1. Ensure that the schemes of work include meaningful discussions about feelings, relationships and values and move the focus away from the physical aspects of reproduction, which will be covered in science lessons.
 - 1.5.2. Ensure that lesson plans use a variety of teaching styles and activities that engage boys as well as girls. Teachers will use DVDs, appropriate Internet based resources, group discussion and role play whenever possible. Worksheets should be used in moderation.
 - 1.5.3. Use single sex grouping where appropriate.
 - 1.5.4. Ensure that schemes of work are culturally appropriate and inclusive of all students.
 - 1.5.5. Ensure that SEN students are catered for within the SRE programme. Consultation with the SEN Coordinator will be necessary to plan differentiated work and ensure that students are not withdrawn from lessons so that they can catch up on NC subjects.
 - 1.5.6. The delivery of the schemes must be done in a sensitive way so as to consider the needs of all students regardless of sexual orientation. Teachers should deal honestly and openly with sexual orientation answering questions and offering support. Teachers should also challenge homophobic bullying and consult with their Year Leader in all cases.
 - 1.5.7. Resources and materials used during lessons will appropriate and relevant to the age of the child. Materials will be available for parents to view and in the event, for example, of a DVD being shown which may cause offence; a letter warning will be issued.

2. **Sensitive Issues**

- 2.1. Teachers should not deliver SRE lessons based on their own personal beliefs and attitudes and should follow the values outlined in this policy. The following sensitive issues should be dealt with as described below:

2.2. **Puberty**

2.2.1. Link with outside agencies to discuss issues such as menstruation and breast/cervical cancer awareness. Students also need to be made aware of places they can obtain sanitary protection and advice.

2.3. **Contraception**

2.3.1. Students will be given by information by Heads of Year and nurses. Students are also made aware of the clinics and surgeries they can attend to obtain contraception. The religious conviction of students must be considered. However, in the event of disclosure about pregnancy, please refer to the Confidentiality Policy/ Child Protection Policy.

2.4. **Safe Sex and STIs**

2.4.1. Help students to clarify their knowledge of HIV/AIDS and STIs. – including the risks, protection and all the facts.

- Teach assertiveness skills and how to negotiate safe sex.
- Enable students to become effective users of services that help prevent/treat STIs.

2.4.2. We aim to work in partnership with parents when planning and delivering SRE and the Policy will be available to all parents on request. We would therefore hope that no parent would feel the need to withdraw their child. However, parents do have the right to withdraw their child from all or part of SRE except for that provided within Science. In the event of withdrawal it is the responsibility of the school to encourage SRE is provided by the parents.

2.4.3. This policy and the SRE programme of study is monitored and reviewed regularly in conjunction with our students, teachers, parents and trustees to ensure that it reflects their wishes and needs.