

SEX, RELATIONSHIPS & EDUCATION POLICY

This is an Academy specific policy. It applies to CMA students and their related exam activities on or off site only.

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Approved By:  **CMA SIB**

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Distribution: **All CMA Staff**

**All Members / Directors /**

**Governors**

BRIGHT FUTURES EDUCATIONAL TRUST

SEX, RELATIONSHIPS & EDUCATION POLICY

RSE is part of lifelong learning about sex, sexuality, emotions, relationships and sexual

health. It contributes to the spiritual, moral, cultural, mental and physical development of students and prepares them for the experiences, rights and responsibilities of adult life. It has three main elements:

#### Attitudes and values:

* Learning the important of values and individual conscience and moral considerations;
* Learning the value of family life, marriage and stable and loving relationships for the nurture of children;
* Learning the value of respect, love and care;
* Exploring, considering and understanding moral dilemmas; and
* 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; and
* 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; and
* The avoidance of unplanned pregnancy.

Sex and Relationship Education Guidance (DfEE 2000)

**1. Underlying Principles**

**1.1** The Trust has a responsibility for each Academy to deliver PSHE to all pupils/students.

**1.2** Sex education cannot be left to chance and is a responsibility shared with parents/carers and families.

**1.3** All pupils/students should have access to accurate knowledge of sexual health issues and the associated risks with this subject, such as those of sexually related diseases, sexuality and sexual attitudes, in the context of a progressive programme of health and social education.

**1.4** Parents/Carers are reminded that they may exercise their right to release pupils/students from personal and social education and religious studies lessons dealing with sex education, although all pupils/students are expected to attend National Curriculum lessons in Science.

**1.5** Parents/Carers should discuss their wishes with the Headteacher/Principal.

**2. Aims and Objectives**

**2.1** To encourage the capacity to make decisions in managing relationships so that choices are informed, responsible and appropriate and minimise any risks to the individual.

**2.2** To discuss, openly, moral values and explore those held by different cultures and groups.

**2.3** To encourage honesty and respect in all relationships and nurture sensitivity to the needs and feelings of others.

**2.4** To prepare pupils/students adequately for adult life: its decisions, responsibilities, experiences and opportunities.

**2.5** To help equip pupils/students to develop fully as emotionally mature human beings.

**2.6** To present the biological facts about sex, reproduction, contraception and sexually transmitted diseases in an objective and balanced manner.

**2.7** To develop an understanding of the legal issues surrounding sex and sexuality.

**2.8** To promote understanding of the emotional and physical changes around puberty and develop and raise self-esteem.

**2.9** To investigate strategies for pupils/students to be accountable for their own behaviour.

**2.10** To consider the advantages and disadvantages of various methods of family planning; the need for prevention healthcare and the availability of support for relationships from organisations such as Relate, for example.

**3. Implementation and Organisation**

**3.1** Sex and Relationships education will take place in science and Citizenship lessons.

**3.2** Each Academy within the Trust will access expertise from outside agencies to give support on specific issues. This may include the School Nurse, who will play a title role in the delivery of Sex and Relationships education within the Academy. Brook and Manchester Healthy Schools also deliver some sessions and some lessons will also be delivered by staff who teach Citizenship. The lessons are part of the Manchester Healthy Schools curriculum, ‘I Matter’.

**3.3** The Trust has a clear Child Protection Policy available for parents/carers to see. If, in the course of teaching about personal relationships, any member of staff is alerted to problems, the matter will be referred to the designated Child Protection Officers. Appropriate services can be approached, if necessary.

**3.4** The National Curriculum dictates that Sex and Relationship education is compulsory for Key Stages 3 and 4. Parents/carers can view the National Curriculum if necessary.

**3.5** In Science lessons, pupils/students will study the biological facts about sex and reproduction (see Schemes of Work).

**3.6** A variety of approaches and resources are used in sex education, including discussions, decision making, problem solving, assessment of evidence, direct teaching, simulations, role play, video materials and visiting speakers from outside agencies.

**3.7** Parents are informed weeks before the SRE lessons are due to take place. All students will receive this education unless the parents opt out, with a reply slip attached to the letter.

**3.8** Students will be surveyed on how useful and interesting they found the lessons. They will also have the option to request any specific further learning on the topic.