



The Belvedere Academy

## **Sex and Relationship Education Policy**

***This policy should be read in conjunction with other related policies including PSHE, Citizenship, Equal Opportunities for Students, Race Equality and Gender Equality.***

### **1. Introduction**

1.1 The Belvedere Academy is committed to help ensure that the health, safety and well-being of all students and staff assumes the highest priority. This care and commitment is particularly evident in our policy on sex and relationship education. We fully support the Every Child Matters legislation; which is reflected in this policy in which we will help to ensure that our students stay safe and healthy in their personal and family lives, as well as in school.

1.2 What is Sex and Relationship Education?

‘It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love 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 – that would be inappropriate teaching’

1.3 It has three main elements:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

1.4 We have adopted the National Healthy Schools Standard (NHSS), to help ensure that every element of our ethos and teaching is consistent with the formation of healthy students. In accordance with this, we will ensure that this policy and programme:

- Adopts a whole-school approach;
- Involves parents and carers;
- Listens and responds to students’ views.

### **2. Aims**

Through a carefully developed programme of activities in several curriculum areas, using a variety of approaches, students at The Belvedere Academy will develop their knowledge, understanding and skills which will empower them to:

- Make responsible and well-informed decisions about their lives;
- Understand their spiritual, moral, cultural, physical and mental development;

- Sensitively relate to a wide range of people and be able to empathise with and support them as necessary;
- Have a sense of their own personal worth and that of others;
- Communicate their feelings, aspirations and needs appropriately and sensitively;
- Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices;
- Have the self-confidence and skills to assert their own independence and choice, particularly with regard to peer pressure;
- Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health;
- Prepare for the opportunities, responsibilities and experience of adult life.

### **3. Roles and responsibilities**

#### **3.1 Local Governing Body**

- 'The governing body, in consultation with parents will be able to develop policies which reflect parents' wishes and the community they serve;
- 'All schools must have an up-to-date policy which is available for inspection and to parents'.

#### **3.2 The Principal**

- The Principal is responsible for ensuring that this policy is fully implemented, that staff are appropriately prepared and sufficient resources available to ensure the effective delivery of all elements of this. Any changes to this programme will be reported in the Local Governors' Annual Report to parents.

#### **3.3 PHSCE - Lifeskills Leader**

- The Lifeskills leader is responsible for the planning and co-ordination of teaching and learning of PHSCE to all students across the Academy. SRE is taught specifically within the PHSCE schemes of work (see SRE PHSCE Outline Programme below).

#### **3.4 All Staff**

- All staff in their daily engagement with other colleagues and with students will promote the personal, moral and social qualities helping to provide good role models which will enable students develop their own positive identities and personal qualities. Those staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered here.

### **4. Programme**

- 4.1 This programme will be predominantly delivered within the Personal, Social, Health and Citizenship Education (PSHCE) course, which is taught in every year group and through a number of National Curriculum subjects. This programme describes what will be taught and when. The techniques and approaches used will be covered in schemes of work.

#### 4.2 Principles:

- Teach about taking responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- The programme will be fully inclusive, taking into account such factors as cultural, religious and the different intellectual abilities of students.

#### 4.3 Specific Issues to be covered within the programme:

- Puberty;
- Menstruation;
- Contraception;
- Abortion;
- Safer sex;
- HIV / AIDS;
- Sexually Transmitted Infections (STI's);
- Parenting;
- Where to go for advice and guidance.

#### 4.4 Sex Education issues within the National Curriculum:

##### Key Stage 3 Science:

- That fertilisation occurs in humans is the fusion of a male and female cell;
- Physical and emotional changes that occur during adolescence;
- The human reproductive system including menstruation and fertilisation;
- How the foetus develops in the uterus;
- How the growth and reproduction of bacteria and viruses can affect health.
- Conception, growth, development, behaviour and health can be affected by diet, drugs and disease

##### Key Stage 4 Science:

- The way hormonal control occurs including the effects of sex hormones;
- Medical use of some hormones, including the control and promotion of fertility;
- The defence mechanisms of the body;
- How sex is determined in humans.

##### PHSCE Year 7

- Puberty;

- Healthy relationships;
- Staying safe and risk factors; including online
- Sexual activity;
- Contraception – what it is and what it does;
- Consequences of sexual activity – emotional & physical.
- Consent

#### PHSCE Year 10

- Healthy relationships;
- Contraception;
- Pregnancy;
- STIs;
- Where to get advice.
- Brook Bitesize drop down day covering STIs/contraception/relationships/sexuality.

#### PHSCE Year 11

- Healthy relationships;
- Contraception;
- Pregnancy and abortion;
- Parenting;
- STIs & HIV;
- Drugs, alcohol and tobacco as risk factors;
- Where to get advice.
- Consent
- Sexting/images- showing and making

#### 4.4 Teaching strategies:

These will be developed in greater detail in the teaching scheme, but will include:

- Set and agree clear ground rules;
- Use 'distancing techniques' such as role play;
- Dealing with questions;
- Use discussion and project learning;
- Build in reflection periods.

#### 4.5 Teacher Training:

- Teachers contributing to the delivery of this policy are expected to work within an agreed Academy values framework, which must be in line with current legislation. Some staff may need extra support and training to deal sensitively with some of the specific issues above.

#### 4.6 Working with parents:

- Parents are the child's first educators. We will work alongside parents to support them. We will consult with parents on the development of this policy.
- Supportive information relating to SRE is provided to parents on the Academy Website. Parents are also consulted on the development and delivery of SRE via the Parental Discussion Group.
- Parents have the right to withdraw their children from our sex and relationships education lessons, apart from the mandatory sections above in the National Curriculum and we will provide alternative education for students whose parents do so. The DFE have produced a pack of information for such parents and their children.

#### 4.7 Child Protection and Safeguarding:

- Children cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence. They have the right to expect schools to be safe and secure environments. If a member of staff feels that a child is being abused, then they must report that to the Academy's Designated Senior Persons.
- The Designated Senior Persons for the Academy are:  
Mr I. Irwin, Associate Principal and Ms. K. Foley, Inclusion Manager.

#### 4.8 Personal Disclosure by a child:

- It should also be made clear to the student that confidentiality cannot be guaranteed, before the student confides.
- If a student makes a personal disclosure, the teacher should talk to them about it before the end of the school day. The teacher may be able to discuss this with a colleague, provided the name of the student is not given. In all cases the Academy's child protection officer should be informed.

#### 4.9 Fraser Guidelines

All staff in the Academy are expected to adhere to the 'Fraser Guidelines' as noted below:

*'You can give personal, confidential information to under 16's, but only if you follow the Fraser Guidelines. These are the criteria laid out by Lord Fraser in the House of Lords 1985 ruling in the case of Victoria Gillick v West Norfolk and Wisbech Health and Social Security. The Fraser Guidelines are the same guidelines that doctors and nurses must follow before prescribing or advising about contraception and other treatments to under 16's. You must make sure that all five of the following are true:*

1. *The young person can understand the advice.*
2. *S/he cannot be persuaded to tell a parent or carer about the situation.*
3. *S/he is going to go ahead with sexual activity whether or not you give the advice.*
4. *His or her physical or mental health would suffer if you did not give the advice.*
5. *It is generally in his or her best interests to receive confidential advice.*

*If one or more of these conditions is not met, you cannot give the young person personal confidential advice.'*

## **5. Involvement of External Agencies**

To deliver a programme of the very highest standards, we will invite into our Academy from time to time, experts and professionals in this area to give knowledge and advice to our students. We will endeavour to inform parents in a timely manner, to ensure that parents are aware of such visits. Examples of such parties include:

- Health professionals: Doctors and nurses;
- Social workers;
- Youth workers;
- Peer educators;
- Liverpool Healthy Schools team.

## **6. Monitoring and review procedures**

This policy and the programme will be monitored and reviewed on an annual basis by the Principal or his nominee. This will take place in a number of ways: In discussion with the member of staff who is responsible for the programme, by inspection of the programme scheme of work and by observing a number of lessons over the course of the year. Any amendments to this policy will be communicated to parents.

## **7. References**

- Social Exclusion Report on Teenage Pregnancy, DFE June 1999
- Working together to safeguard children, DFE and DOH, 1999
- Sex and Relationships Education Policy, DFE, June 2000
- Sex Education Forum, Understanding Sex and Relationships Education, London: National Children's Bureau, 2010

**Last Revised and Modified: February 2014**