



The Hyndburn Academy
The best in everyone™
Part of United Learning

Relationships and Sex Education Policy

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RESPECT | CONFIDENCE | ASPIRATION

Introduction

Hyndburn Academy is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person. This policy sets out the aims of our Sex and Relationships policy at Hyndburn Academy and its approach in ensuring that all students are prepared for experiences and responsibilities of adult life in keeping with its core aims and values to bring out the 'best in everyone'.

The policy is based on the school's basic principles of 'Ambition, Respect, Determination, Enthusiasm, Confidence and Creativity,' and its aim to ensure that students follow these basic principles throughout their life. Hyndburn Academy recognises that the primary responsibility with regards to teaching of Sex and Relationships Education lies with parents; this policy seeks to work in partnership with and complimentary to parent/carer support.

Effective SRE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding, lasting and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. Its purpose is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development.

SRE will be designed to help students to discuss and deal with difficult social and moral situations that they may encounter in the present or in later life. It will help them to make considered choices and to be better able to resist social pressures in relationships of all sorts. It will enable them to recognise how their own behaviour could inappropriately create pressures on others and to avoid doing so; this will include proper teaching of consent, both legally and morally.

The policy has been developed in keeping with DFE; Sex and Relationship Education Guidance July 2020 and PSHE Association supplementary guidance 2014 which identifies that secondary schools should:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- Focus on boys as much as girls;
- Build self-esteem;
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- Use young people as peer educators, e.g. teenage mothers and fathers;
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure; and
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol; and ensure young people understand how the law applies to sexual relationships.

Also

- Families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- Forming and maintaining caring relationships,
- The characteristics of healthy and respectful relationships, including online,
- How relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- Intimate and sexual relationships, including sexual health.
- Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

This Sex and Relationships Education Policy should be read in conjunction with Hyndburn Academy's Child Protection (Safeguarding) Policy and Anti Bullying Policy.

Policy Aims

- To enable young people to understand and accept themselves and others, regardless of race, gender, sexuality, sexual orientation, culture, disability, faith or age. All members of the community will be encouraged to accept and celebrate differences and will be given opportunities to do so. Students will be given the knowledge and skills to prevent prejudice and to challenge it where it occurs;
- To support students in developing the confidence, self awareness and self esteem to make their own decisions with regards to positive, healthy, mature relationships and life choices and to resist peer pressure;
- To support students in the development of communication and decision-making skills so that they are effectively able to manage their own relationships;
- To ensure that students are not encouraged in participating in early sexual experimentation and understanding the reasons for delaying sexual activity and the benefits of this;
- To ensure that students develop knowledge of how the law applies to sexual relationships;
- To support students in developing an understanding, appropriate to their level of maturity and developmental needs, of sexual and physical relationships;
- To develop students understanding appropriate and inappropriate, controlling, exploitative or abusive behaviour within any relationship, in order to reduce its incidence and to build confidence to deal with it if it occurs, seeking to reduce violence;
- To provide students with the opportunity to ask questions confidentially or without embarrassment and seek answers to questions about emotional or physical relationships; • To provide students with the knowledge, understanding and information of where to turn for advice;
- To provide students with understanding of arguments/issues around sexual activity and safe physical relationships;

- To ensure that all students develop an understanding of the value of stable, loving and caring long-term relationships, as key building blocks of society and as providing a strong basis for bringing up children. Students will be appreciative of marriage, civil partnerships, family life and the implications of parenthood, recognising also that there are strong and mutually supportive relationships outside marriage
- To ensure that all students value all relationships, understand that the school is fully inclusive, encourages mutual respect and celebrates diversity and that it is not in keeping with the ethos of our school that any young person is stigmatised on the grounds of their own family background or circumstances;
- To ensure that young people have an accurate understanding of contraception and of the risks of sexually transmitted infections, unwanted pregnancy, abortion, sexually transmitted diseases, sexuality and emotional and physical development. Students will be given the opportunity to discuss openly without prejudice or influence by teachers or facilitators; and
- To instil a respect for the cultural and religious influences on individual sexuality respect individual differences including those relating to cultural, religious, ethnic and family backgrounds. To promote those values of respect and dignity for human life and commitment, trust, love and honesty within relationships which are common to all faiths and societies.

To achieve these aims we will:

- Develop programmes of study to enable students to explore their own self-awareness and strategies to resist peer pressure, including an understanding of the pressures placed by the media;
- Develop programmes of study that enable students to consider different views and separate facts from myths in relation to abortion, contraception, sexuality, sexual orientation, contraception, sexually transmitted diseases or any other issue related to sex and relationships;
- Ensure that differentiated age-appropriate Sex and Relationship Education will be rooted in the framework for PSHE/SMSC in addition to integration across the curriculum;
- Teach SRE as a discrete subject through curriculum time to all KS3 students in addition to Personal Development days, assemblies and form-based activities as appropriate;
- Teach SRE to KS4 students during Personal Development drop down days, assemblies and form-based activities as appropriate;
- Ensure that staff are appropriately trained and supported so that the programme is delivered effectively;
- Teach students the statutory aspects of sex and relationships as directed by the national curriculum for Science;
- Ensure that children are prepared for the changes of puberty;
- Provide access to appropriate outside agencies including the school nurse for students to refer to for further advice or support. Students will be informed about and provided with information in relation to how to communicate about concerns and seek advice without embarrassment;
- Enlist the support/advice of outside agencies in development of Personal Development drop down days to enable students to access professional expert advice. A member of school staff will always be present in sessions delivered by an external provider;

- Not promote any particular sexuality, but promote respect for and acceptance of others, whatever their sexuality, and will challenge prejudice based on gender, sexuality or other grounds;
- Evaluate and monitor programmes of PSHE and take into account views of varied stakeholders; and
- Facilitate the opportunities to discuss topics such as contraception, abortion, homosexuality, sexuality HIV/AIDS and other sexually transmitted diseases, without prejudice or influence.

Parental, staff and student involvement regarding the policy

Responsibilities

Governing Body

The Governing Body has a responsibility to ensure that the Academy delivers appropriate SRE education in keeping with published guidelines and this SRE Hyndburn Academy policy.

The Governors, thus have a responsibility to ensure an up to date written statement of their policy regarding sex education is provided and to support its implementation throughout the curriculum. This policy will be updated annually or as required by law.

The Governing body will ensure that parents and other appropriate stakeholders are consulted and that their views are considered when the school implements the Sex and Relationships Education Policy.

The Head Teacher/Teachers

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their students.

All teachers should ensure that their personal attitudes, opinions or beliefs do not unduly influence the teaching of sex and relationships education and ensure that teaching materials are appropriate to the age and cultural background of the students concerned.

All teachers should receive appropriate training and have a developed understanding of when to counsel in matters discussed in PSHE/SMSC and when and how to refer for specialist counselling and support. The Head Teacher has a responsibility to ensure that opportunities exist for teachers to participate in in-service training in order to gain the confidence, insight and personal skills needed to deliver and support the programme of sex education and to review the policy at regular intervals.

Where external specialists are brought in to support Sex and Relationships Education they will be required to conform to the school's SRE Policy.

Teachers with responsibility for SMSC/PSHE will monitor carefully programmes of delivery and evaluate regularly its appropriateness and effectiveness and will communicate with parents with regards to programmes and their planned delivery.

Parents

Parents/Carers are key people in teaching their children about sex and relationships and maintaining the culture and ethos of the family, helping children cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. Hyndburn Academy respects the religious and ethical beliefs of pupils and their parents.

The school will consult with parents and staff on the formation of the policy, and any changes made to it when it is reviewed, which will be at least annually. The policy will be in draft form on the Academies website; parents will be consulted and invited to provide feedback through the Arbor app.

Parental right to withdraw children

Parents have the right to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal are to be completed via contact with the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. If a student is withdrawn from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

Teaching and Learning Objectives

The Personal Development timetable is written and delivered using the students English set groups, this enables teaching staff to ensure the content is delivered at the appropriate level of understanding and differentiate where needed. The student support team will also support in some of the sessions where we feel more support may be needed.

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.