

### Sex and Relationships Education Policy

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#### **Policy Statement**

Authorised by: J Morris \_\_\_\_\_ Date: 18.7.18 \_\_\_\_\_

Approved by: J Ash-Edwards \_\_\_\_\_ Date: 18.7.18 \_\_\_\_\_.

#### **Academy Policy**

Authorised by: D Kenrick \_\_\_\_\_ Date: 27.6.18 \_\_\_\_\_

Approved by: J Ash-Edwards \_\_\_\_\_ Date: 27.6.18 \_\_\_\_\_.

Custodian: M Sorrell \_\_\_\_\_

## **SUSSEX LEARNING TRUST POLICY STATEMENT ON SEX AND RELATIONSHIPS EDUCATION**

1. Sex and relationships education is an important element in the programme of personal and social education which is received by all learners. Although some explicit factual knowledge is provided on sexual matters, sex education addresses much wider issues about the importance of stable, loving relationships. Our curriculum aims to develop values and attitudes and their approach and behaviour toward others.
2. Our academies welcome families or other interested persons to discuss both the materials and approach used in teaching this area of the curriculum. We recognise that some partners or carers discuss sexual matters with their children from an early age and in a very open manner while others do not. Parents or carers may, if they wish, withdraw their child from all or part of the sex education provided, unless it forms part of our formal academic curriculum. If any parent or carer wishes to withdraw their child from sex education, contact is to be made with either the Headteacher or Deputy Headteacher.

### **WARDEN PARK SECONDARY ACADEMY SEX AND RELATIONSHIPS EDUCATION POLICY**

#### **1. SEX EDUCATION**

- 1.1 Sex education is delivered through two main subject areas :
  - 2.1.1 Learning about Life
  - 2.1.2 Science
- 1.2 The academy recognises the role of the curriculum in promoting learners' self-esteem, health and emotional well-being. The Learning about Life programme actively helps learners to form and maintain worthwhile and fulfilling relationships based on respect for each other at home, at the academy, at work and in the community. We aim to help learners develop the skills to make informed choices in order to live confident, healthy and independent lives.
- 1.3 The Learning about Life programme has an integrated framework that includes a focus on self-awareness, decision-making and opportunity awareness.
- 1.4 The delivery of sex and relationship education is consistent with current government guidelines.
- 1.5 The first parts of the academy's Learning about Life programme is centred around the theme 'myself' and aims to address the common issues and concerns of the teen years.
- 1.6 In Year 7 all learners complete a module of work on puberty which focuses upon :
  - 2.6.1 Physical changes
  - 2.6.2 Intellectual and social changes
  - 2.6.3 Feelings and emotions and the skills necessary to cope with change
- 1.7 Year 7 science lessons include a module on the human lifecycle. This focuses on the reproductive system, changes in puberty, pregnancy, birth and factors affecting the health of a foetus. Variation and genetics are taught in Year 8 science lessons. This module includes inherited factors, chromosomes and genes, genetic modification and cloning.

- 1.8 Conception and contraception are taught in science lessons in both key stages 3 and 4 and in key stage 3. This work is reinforced with students in Year 10 Learning about Life lessons.
- 1.9 Science in Years 10 and 11 covers topics including IVF, genetic screening of embryos and stem cell treatments. This part of the curriculum encourages learners to understand the diverse views people hold on these issues. Learners are encouraged to explore the moral and ethical implications of the topics studied.
- 1.10 We provide information on the various methods of contraception, how they prevent pregnancy and the advantages and disadvantages of each method. It should be noted that information about contraception is offered on the basis that sexual promiscuity has emotional and physical risk and that decisions about sexual relationships are moral decisions which need to be made in a caring and responsible manner. Similarly when discussing contraception, we stress the importance of the family unit as the basis for stable and loving relationships.
- 1.11 Sexually transmitted diseases (STDs) are covered in key stage 4 in science (biological aspects) and in Learning about Life (cause, symptoms and control of the diseases). Clear information is provided to guide learners in avoiding the health risks posed by certain forms of sexual behaviour and to dispel any myths about STDs.
- 1.12 Although national campaigns have done much to help young people acquire knowledge about STDs we further clarify this information and encourage young people to establish appropriate attitudes and behaviour about sexual practices. We realise that, for many young people, sex and relationships education will reinforce appropriate behaviour, whilst for some others it will lead to risk-reducing behaviour. We also aim to promote understanding for those who may be affected by STDs and develop attitudes leading to help and support for them.
- 1.13 Relationships, including sexual relationships, are covered as an integral part of the academy's key stage 3 Learning about Life course. We discuss sensible ground rules for the initiation, development and maintenance of meaningful relationships. We also consider the effects of peer support and peer pressure. We teach young people strategies to resist social and commercial pressures to conform to particular patterns of behaviour, and support them in their right to say 'no'.
- 1.14 We aim to help young people to understand the reasons why casual sexual relationships are unwise from moral, physical and health viewpoints, as well as to appreciate the consequences of engaging in casual sexual relationships.
- 1.15 In all matters relating to sex education we stress the importance of stable family structures and show how these may come in a variety of forms.
- 1.16 Effective sex education can only take place when there is a harmonious and trusting relationship between the teacher and learner. All staff involved in sex education will be advised of the legal parameters within which they work and of the fact that some learners may require specialist advice which can only be properly given by statutory or voluntary agencies within the community. Young people are made aware of the sources of specialist help available to them. Questions are answered honestly and sensitively. Any member of staff who feels uncomfortable with the nature of class discussion or student questioning is asked to refer this to a senior member of staff.
- 1.17 Resources are reviewed annually and through departmental INSET staff are made aware of new developments and initiatives.
- 1.18 The present policy reflects current national guidelines.
- 1.19 The Curriculum Leaders for Learning about Life and science, together with Year Leaders, are responsible for the implementation of the sex education policy. This may involve liaison with other members of the academy staff, the leadership team and external agencies.

## Document Version Control

Date	Version	Comment	Ratified by	Reviewer
5.6.17	2	Policy statement created	J Morris	J Morris
12.7.17	2	Trust-wide statement ratified	Trust wide Statement ratified by Board of Trustees (12.7.17)	J Morris
27.6.18	3	Annual review: No substantive changes	Trust wide Statement ratified by Board of Trustees (18.7.18)  WPSA LGB (26.6.18)	R Stoneley