

Southfields Academy

Sex and relationship education policy

Adopted: 03-2018

Review date: 03-2020

Southfields Academy takes very seriously its responsibility to provide relevant, effective, and responsible sex and relationship education (SRE) to all of its students as part of the Academy's Personal, Social, Health and Economic Education. (PSHEe) curriculum. The Academy wants parents and students to feel assured that sex and relationship education will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the sex education provision.

This policy is drafted by the Deputy Headteacher, Personal Development, Welfare and Safety in consultation with the Head of Social Sciences, the Teacher in Charge of PSHEe and the Head of Science. Parents are given the opportunity to discuss this policy at parents' evenings and parent forums. Teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the board of trustees every three years and consultation will include students, staff, school nurse, SEN coordinator parents and parent representatives.

1. Policy aims

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality, and sexual health in a way that is fully understood and effectively retained by students. It is also about teaching what it means to be in a caring, stable, and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

The Academy would like to emphasise that by providing comprehensive sex and relationship education we are not encouraging students to become sexually active at a young age. The aim of this policy is to ensure that students have the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers, or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identities, physical and mental abilities, backgrounds, and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies, and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their Academy years and into adulthood.

2. Roles and responsibilities

2.1 Academy staff

Specialist members of staff deliver all PSHE lessons. This means that each teacher, led by the Head of Social Sciences, will follow a pre-planned course, fully resourced and co-ordinated

across each year and answer questions from students. The delivery of the courses will be aided by specialist health professionals and external agencies aimed at deepening the learning experience for our students. Each class will be taught in mixed gendered groups; however, single groups may be used where it is agreed that this is the most appropriate. Further discussion will include Science and Religious Education departments to ensure learning is coordinated, cross curricular and appropriate for each year group. All members of staff will be asked to teach within the Academy's moral and values framework.

The Academy provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, and an introduction to the rationale of why teaching SRE is so important. The Head of Social Sciences will hold overall responsibility together with the Deputy Headteacher (Personal Development, Welfare and Safety) for ensuring that the Academy's sex and relationship education provision is relevant to our students and effective. This is also a general responsibility for all staff members and the Academy expects staff to voice opinions and share expertise in this area.

2.2 Senior leaders

Develop this Academy policy and review it every three years. This policy is developed in consultation with parents, students and staff to ensure that it meets the needs of the whole Academy community.

Ensure that all members of staff are given regular and ongoing training on issues relating to SRE and how to deliver lessons on such issues.

Ensure that all members of staff teaching SRE are fully up-to-date with policy changes, and familiar with academy policy and guidance relating to sex and relationships education.

Provide support to other staff members who feel uncomfortable or ill-equipped to deal with the questions of sex and relationships education from students. This may be due to lack of confidence, knowledge or because aspects of the curriculum are in conflict with their religious beliefs.

Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our students do, and meets their needs.

Ensure the sex and relationship education is inclusive of people of all backgrounds and includes specific information about same-sex relationships and sexual health.

Ensure that the knowledge and information regarding SRE to which all students are entitled is provided in a comprehensive way.

Support parental involvement in the development of the SRE curriculum.

Ensure that personal beliefs or attitudes will not prevent or hinder the provision of providing a balanced SRE programme at Southfields Academy.

Communicate freely with members of staff, parents and the board of trustees to ensure that everyone has a clear understanding of the Academy policy and curriculum for sex and relationship education, and that any concerns or opinions regarding the provision at the Academy are listened to, taken into account, and acted on as appropriate. We want the provision of sex and relationship education at home to be complementary to the provision the Academy provides, and this should be clearly communicated to parents and additional support given where necessary or requested

2.3 Specialist members of staff

Take it upon themselves to ensure that they are up-to-date with the Academy's policy and curriculum requirements regarding sex and relationship education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Head of Social Sciences.

Attend and engage in professional development training for sex and relationship education provision.

Encourage students to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them. See section 3.11 for guidance on safeguarding and confidentiality.

Provide regular feedback to the Head of Social Sciences on their experience of teaching SRE and student response.

Ensure that their personal beliefs and attitudes will not prevent them from providing balanced SRE within the Academy.

Tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs. If teachers need support in this area they should speak to the SENCO and Specialist Leader of Education or Head of Social Sciences.

2.4 Students

Students are expected to attend PSHEe classes that are on their timetable and take them seriously. Although they are not formally assessed students are given a baseline assessment to identify their current skills and knowledge and an end of unit assessment to assess progress. These classes are a very important part of the curriculum and a tool to aid personal development, the Academy expects students to recognise this.

Students within the Academy should support one another with issues that arise through SRE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision, and students who regularly fail to follow these standards of behaviour will be dealt with under the Academy behaviour policy.

We also hope that students will feel comfortable to talk in confidence to a member of staff about any concerns they have related to sex and relationship education whilst at the Academy. See section 3.11 for guidance on safeguarding and confidentiality.

We ask students for feedback on the Academy's sex and relationship education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's students. In this way, the Academy hopes to provide students with the education and knowledge they need, on topics they want to learn about.

2.5 Parents

The Academy expects parents to share the responsibility of sex and relationship education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through the Academy's PSHEe programme. Parents are also encouraged to seek additional support from the Academy where they feel it is needed. For information on accessing Academy support, see section 5.

3. Implementation and curriculum

It is important that we implement our sex and relationship education policy consistently throughout the Academy, and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the need of the students in that class, and to be responsive to their behaviour and development.

3.1 The SRE programme

The SRE programme provides students with factual knowledge and nurtures understanding through both the science curriculum and the SRE programme. The curriculum helps students learn the difference between fact, opinion and belief. Students will be encouraged to examine and develop their level of understanding, inter-personal and social skills to enable them to relate to others effectively and be comfortable with their life-style choices.

The content headings for SRE are listed below and are subject to change when new updates are introduced. The Master copy is held with the Deputy Headteacher, Ethos who will be responsible for making amendments as well as bringing it to the Board of Trustees.

3.2 Content

See Annex A for the PHSEe Curriculum Outline 2017 / 2018
See Annex B for the Science Curriculum Outline for 2017 /2018

3.3 Inclusion

Southfields Academy's policy aims to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate to be taught particular items in mixed groups.

Southfields Academy will respond to any such parental requests and concerns and parents will have the final say over any requests and concerns. All young people will receive sex and relationship education and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Southfields Academy also aims to deal sensitively, respectfully and honestly with the subject of sexual orientation and gender identity, answer appropriate questions, use relevant and diverse examples in lessons and other support. Young people, regardless of their sexual orientation or gender identity, need to feel that sex and relationships education is relevant to them. Homophobia and transphobia must not be left unchallenged.

3.4 Guest speakers

We may invite guest speakers into the Academy to talk on issues related to sex and relationships, as the subject under discussion may be better coming from an expert or experienced health professional. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and will be expected to comply with it. Health professionals are often bound by their code of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the Academy's rules on confidentiality for staff members.

3.5 Terminology

Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed in terms of what is and isn't acceptable language to use.

3.6 Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff members are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Teacher in Charge PSHEe or Head of Social Sciences.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff members may use to support this might be:

An anonymous question box; this will enable students to feel more comfortable to ask questions without being identified.

Making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom, and should not be brought up at any other time. We hope this will give students the sense that they are in a safe zone to speak freely about sex and relationships.

3.7 Children with special educational needs

The Academy works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to sex and relationship education.

The Academy will use a variety of different strategies to ensure that all students have access to the same information. Some of these include:

Interactive teaching methods e.g. contraceptive card game.
Use of expert guest speakers.

Practical activities:

Using DVDs or video media.
Group and paired activities.

3.8 Withdrawal from sex and relationship education

The Academy aims to keep parents informed about all aspects of the SRE curriculum, and urges parents to read this policy. Parents can request access to resources and information being used in class. The Academy will do everything it can to ensure that parents are comfortable with the education provided to their children whilst at the Academy. It is, however, a statutory right of parents or carers to withdraw children in their care from SRE or parts of SRE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science.

Any parent wishing to withdraw their child from SRE should contact the Head of Social Sciences or Teacher in Charge of PSHEe who will arrange a meeting to discuss their concerns. Sex and relationship education is a vital part of the Academy curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of Academy life.

3.9 Complaints

Parents or carers who have complaints or concerns regarding the SRE curriculum should contact the Academy and request to speak to the Head of Social Sciences or Teacher in Charge PSHEe.

3.10 Equal opportunities

SRE lessons provide a good background for talking openly and freely about the diversity or personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Academy's behaviour policy.

3.11 Safeguarding and confidentiality

We hope to provide a safe and supportive community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at the Academy or at home. Training on confidentiality will be provided to all teachers.

Discussion of what is acceptable and not acceptable in relationships may lead to the disclosure or a child protection issue. If this is the case, the Academy's child protection and safeguarding procedure should be followed.

Personal information about children who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must *only be shared with the designated staff with responsibility for child protection and safeguarding* as outlined in the Academy's child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so, could be dealt with under the Academy's staff discipline, conduct, and grievance procedures.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.

Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the Academy will encourage this as much as possible.

Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this should be dealt with under child protection procedures.

Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from their manager, SEN coordinator, the Head of Year to decide what is in the best interest of the child.

3.12 Advice and treatment

All secondary schools must provide education about HIV, AIDS and other sexually transmitted diseases. Teaching about HIV/AIDS will occur in the context of teaching about SRE. Students may ask questions about HIV/AIDS, staff members will strive to provide answers that are both honest and appropriate. Southfields Academy aims to heighten awareness of how HIV is transmitted by examining, values and responsibility towards self and others, to challenge and counteract prejudice and ignorance about HIV and AIDS.

Students who have approached staff with a concern about having contracted or possibly contracted a sexually transmitted disease should be referred immediately to the Academy Nurse, TiC PSHEe or Head of Social Sciences. Providing advice on contraception and practicing safe sex is a key part of the Academy's SRE provision. We also encourage parents to engage their child in open discussion about practicing safe sex.

There is no reason for staff to expect to be made aware of a student or colleague's HIV or Hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The Academy's first aid policy covers protection for all Academy members against infection from blood-borne viruses.

3.13 Support for pregnant teenagers and young fathers

Southfields Academy aims to support students to continue their education by ensuring that they are safeguarded while on the premises.

Specialist members of staff such as the Safeguarding Officer, School Nurse and Education Welfare Officer are available to ensure that the relevant support is available for their individual needs.

An Early Help Assessment may be used to identify any unmet needs of pregnant students and young fathers and where appropriate, students will be supported by external agencies such as the Wandsworth Teenage Pregnancy Team, Vulnerable Young People's Worker, Social Services and Connexions.

3.14 FGM

FGM is the practice, traditional in some cultures, of partially or totally removing the external genitalia of girls and young women for non-medical reasons. It is illegal in many countries.

At the Academy we believe that all our students should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Sudan, Somalia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

We are vigilant about the issues of FGM and look out for issues and train staff to notice risk factors amongst our students such as:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

At the Academy concerns about FGM are reported to our safeguarding officer who is aware of our duty to report concerns we have about girls at risk of FGM to the police and social services.

3.15 Prevent Extremism Radicalisation

Extremism and radicalisation has no place at Southfields Academy and we build young peoples' resilience to this by promoting the Academy's values alongside core British values.

The Academy provides a safe place in which our students can discuss controversial issues, and are given the knowledge and confidence to challenge extremist beliefs and ideologies to prevent students being drawn into terrorism.

4. Monitoring, review, and evaluation

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide sex and relationship education that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason we review the SRE curriculum at least every year although occasionally we may make sudden adaptations to the curriculum plan depending on local and national priorities, and will inform parents of any revisions to the Academy's policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Termly feedback from students
- Yearly feedback from parents
- Feedback from staff
- Classroom observations

The Academy will review this policy every three years, evaluating its effectiveness by taking into account feedback from students, staff, and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

5. Support

We hope that students feel safe in the Academy’s environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to sex education. We promote the Academy’s ethos as one of inclusion and acceptance throughout all areas of Academy activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents wishing to contribute to this policy should request to speak to the Deputy Headteacher, Personal Development, welfare and Safety, the Head of Social Sciences, or support forums for dealing with the issues that arise about sex education at home. Parents should contact the Head of Social Sciences for one-on-one support on providing effective sex education at home.

Signed by

Chair of trustees

Date:

Headteacher

.....**Date:**

This policy will be reviewed every three years.

ANNEX A

PSHE Education CURRICULUM OUTLINE 2017/2018

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--------------|---|---|---|--|---|
| AUT 1 | Starting out/all about me - Intro to PSE - Team work - Learning styles - Memory - Diversity and difference - Presenting self - Supporting class mates with SEN - Research skills - Library induction - Presentation skills | Health and well-being 1.2 - Physical (including personal hygiene) - Periods - Relationships - Emotional wellbeing - Personal boundaries - Peer pressure - Getting help and support - FGM | Exam skills - Research, presentation, organisational skills - Revision timetable - Learning styles - Revision techniques - QWC/understanding exam questions - Using sources/item - Mock assessment (Using skills gained) | Economic Capability What employers want Preparing for WEx CV Building Career research Applying for Jobs Heavy focus on creating CV and Personal Statements WANDSWORTH BEIT | Planning Ahead WEX De-brief CV and Personal Statement Post 16 Options Nationwide Get Real with Money Pt 2 Heavy focus on CV and PS and collecting evidence for NRA folders. Continuous H/W |
| AUT 2 | Citizenship - Introduction to Citizenship - Wants and needs - Human Rights 1 - Campaigns 1 - Active Campaigns | Discrimination KS3 1.1 - Introduction to Discrimination - Why does discrimination happen? - Physical Disabilities - Homophobia - Homophobia 2 - Sexism - Racism | Living in the wider world - Human Rights - - Extremism - Democracy in UK and wider world - Social and moral dilemmas of money - Critical consumers, consumers rights | World of Work CEIAG Discrimination at work Ethical employers Health and Safety Laws Interview lesson Phone skills lesson | Disrespect Nobody Abuse Murdered by my Father Consent Sexting |
| SPR 1 | Growing up 1.1, 1.2 - Puberty - Physical changes - Social changes - Emotional changes - Managing mood - Self esteem - Getting information - Positive relationships | Options and Careers 1.2 - Employability Skills - The world of work - Skills and Qualities - My options - My Interests Barclays Life Skills | Consent 1.3, 1.4, 1.5 - Introducing and recognising consent - Consent and the law - Avoiding assumptions relating to consent - The right to withdraw - Capacity to consent - Persuasion, pressure and coercion - Pornography, sexual images and consent - Rape, Myths and victim blaming | Healthy choices 1.2, 1.3 - Diet, - Smoking, alcohol, drugs - Mental health - Eating disorders Little Fish Trident Decisions and Consequences | Critical thinking and moral dilemmas - Prisons - Immigration - Abortion - Benefits - Euthanasia Students should be encouraged to pick alternative topics which interest them and use these to debate around CND Bomb Factor workshop Trident Decisions and Consequences |
| | Year 7 | Year 8 | Year 9 | Year 10 (General Studies) | Year 11 (General Studies) |
| | Friendship and bullying 1.1 - Being good friends | Choices and risk 1.2 - Alcohol - Smoking | Managing relationships 1.2, 1.3, 1.4, 1.5 - What is consent | Citizenship - British values | Global Citizenship 1.5 |

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|----------|---|---|---|---|---|
| SPR 2 | <ul style="list-style-type: none"> - Bullying - Dealing with bullying - Resolving conflict - Appropriate and inappropriate touching - Online safety - Out of school activities <p>WANDSWORTH BEIT – Sexual Bullying CND Peace education</p> | <ul style="list-style-type: none"> - Drugs <p>WANDSWORTH BEIT - Gangs</p> | <ul style="list-style-type: none"> - Assumptions about consent - Avoiding assumptions - Sexting and Online Safety - Unhealthy relationships - Sexual exploitation <p>Little Fish WANDSWORTH BEIT Sexual Bullying</p> | <ul style="list-style-type: none"> - Getting your voice heard - Extremism - Racism - British Media - Human Rights - Child Soldiers <p>CND Truman on Trial</p> | <ul style="list-style-type: none"> - Understanding and Preventing Extremism - How language can divide us - Influence - How can the community help? <p>Relevant topics around extremism should be used to help engagement</p> |
| SUM 1 | <p>Being healthy</p> <ul style="list-style-type: none"> - Healthy eating - Diet - Body image - Smoking - Peer pressure - Mental wellbeing <p>Friendship Day</p> | <p>Citizenship</p> <ul style="list-style-type: none"> - Parliament and Government - Political Parties - Voting and elections - What do MPs do - Mock elections | <p>Citizenship – Crime and Media Bias</p> <ul style="list-style-type: none"> - Crime - Media Bias - CCTV - Responses to Crime - Presentations | <p>Chris Winters Project RSE</p> <ul style="list-style-type: none"> - Relationships body and self esteem - Negotiation skills - Accessing sexual health - The media and self esteem - Pornography - STI | <p>Choices and Impact 1.2 –</p> <ul style="list-style-type: none"> Stress Revision Drugs and Alcohol Relationships Financial responsibility |
| SUM 2 | <p>Looking forward 1.1</p> <ul style="list-style-type: none"> - Jobs/ambition - Interpersonal skills - Money | <p>Looking Forward</p> <ul style="list-style-type: none"> - Target Setting - Developing Speaking and Listening Skills - Effective team work - team challenge - Emotional intelligence | <p>Saving and Life Skills 1.4</p> <ul style="list-style-type: none"> - Earning and spending money - Pay-packets - Currency and forms of payments - Budgeting - Money math for life - Insurance and interest rates <p>Barclays Life Skills</p> | <p>Preparing for WEX 1.2</p> <ul style="list-style-type: none"> - Transferable skills - gaining experience - Overcoming problems in the workplace - Building Networks - Managing expectations - Personal and Professional development <p>Barclays Life Skills</p> | <p>NRA Folder</p> <ul style="list-style-type: none"> - Gather evidence for NRA folder - Update CV and PS |

CND Peace Education – Campaign for Nuclear Disarmament
BEIT – Borough Early Intervention Training
ASOS – Body Confidence Sessions
Trident Community Engagement Team – Decisions and Consequences
Little Fish – Sexual Exploitation Theatre company
Barclays Life Sills – Skills for Life workshops
Friendship Day – Drop down day

ANNEX B

SCIENCE CURRICULUM OUTLINE 2018 / 2019

KS3

During KS3, we cover the following aspects of sex and fertility:

- The anatomy of the reproductive system
- The process of fertilisation
- The stages of pregnancy in birth (suitable for the age range)
- The impact of a mother's lifestyle on the developing foetus
- The stages of the menstrual cycle
- Some of the methods for resolving infertility problems
- To make links between the menstrual cycle, fertilisation and infertility problems

KS4

In preparing our students for their GCSE examinations in science, we cover:

The menstrual cycle

- Explain the role of the hormone FSH, LH and oestrogen in the menstrual cycle
- Explain the role of FSH as a fertility drug
- Explain the role of hormones in oral contraceptives

Fertility Treatments

- Explain the principals of IVF
- Evaluate the benefits and problems of the use of hormones to control fertility, including IVF