CITY OF LONDON ACADEMY

Sex and Relationships Education Policy

Responsibility:	Senior Assistant Principal - Personal Development (SGA)
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1 STATEMENT OF INTENT

City of London Academy is committed to ensuring that all students receive the appropriate provision to improve their knowledge and understanding of sex and relationships. Young people face complex pressures and dilemmas in developing mature relationships and need to face such tasks confident in their factual knowledge, as well as being given the opportunity to discuss and shape their feelings and attitudes.

2 AIM AND PURPOSE

Learning about sexuality and relationships is a lifelong process and City of London Academy recognises that parents and carers are the key figures in helping children cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity brings. The Academy offers units of Sex and Relationship Education (SRE) as an integral part of a broad and balanced Character Education programme, including all the RSHE(Relationship, sex and health education) statutory requirements and within the Science National Curriculum. SRE is delivered in a balanced and sensitive manner within a moral and caring framework. This is intended to complement and support the role of parents and carers.

The Character Education programme helps students develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and Academy life, in helping students deal with difficult moral and social questions. SRE is designed to enable our students to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

SRE at City of London Academy aims to enable students to:

- Understand the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- Understand the biological facts related to human growth and development including reproduction and contraception.
- Menstrual and gynaecological health.
- Recognise misleading myth and folklore.
- Accept that change is part of the life cycle and be able to adjust to these changes.
- Recognise the value of loving and caring relationships.
- Understand the value of family life, the implications of parenthood and the needs of the very young.
- Understand and respect the varied cultural and religious influences on individual sexuality.
- Develop a range of personal skills and qualities, e.g. self-esteem, communication, negotiation, listening skills, empathy, and assertiveness which will help students to have fulfilling personal and sexual relationships.
- Challenge sexism and prejudice in society and promote equality of opportunity.
- Challenge all forms of homophobic, biphobic and transphobic bullying and take proactive steps to promote respect and understanding of lesbian, gay, bisexual and trans people and the issues that affect them.
- Be aware of sources of help and advice available within the family, Academy and community, and acquire the skills and confidence to use them.
- Accept their sexuality in a positive way and enjoy relationships based on mutual respect and responsibility, free from any abuse.
- Have the knowledge to protect themselves from infection or unwanted pregnancy.
- Have a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link Sex and Relationship Education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- Understand how the law applies to sexual relationships.
- Value their own body and behave within a moral framework.
- Understand the law around, marriage, consent,(including the age of consent), violence against women and girls, online behaviours including image and information sharing (including sexting,

youth-produced sexual imagery, nudes etc), pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gang, extremism/radicailisation, criminal exploitation/county lines, hate crime and female genital mutilation, also incorporating the linked safeguarding issues related with support provided and available to all.

With these ideas in mind the Academy has developed a programme which is designed to provide information and guidance sufficient to allow our students to develop in confidence, safeguard their health and welfare, and make informed decisions about their own actions.

3 MORAL VALUES FRAMEWORK

Sex and Relationship Education is required to be taught within a moral framework. Students will learn about moral values through all aspects of Academy life and all curriculum areas, not exclusively Sex and Relationship Education. The moral and values framework for the delivery of Sex and Relationship Education therefore promotes the Academy's moral framework to not only firmly oppose any kind of inequality, but enable all students to mature into tolerant, respectful, responsible, well-informed adults.

4 CURRICULUM COVERAGE

Sex and Relationship Education will form an integral part of the student's Character Education Programme and science programmes of study. Age appropriate sessions on SRE will feature in the tutor time programme as well as during workshops on drop down days. The programme of study for each year group will be coordinated by the Personal Development- Senior Assistant Principal, supported by the Principal and all staff delivering the programme. Support from external agencies, such as NHS and Diversity Role Models, will be used to reinforce the key messages of the sex and relationships curriculum.

The 3 main elements of SRE are:

Attitudes and values

- learning the importance 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
- 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
- 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
- the avoidance of unplanned pregnancy.

- learning about the respect of others, awareness of the importance of consent and risks of sexual harassment.

In addition to the SRE covered in the Character Education Programme, the topic is also delivered through the science curriculum. In Science pupils will learn that:

- the human reproductive cycle includes adolescence, fertilisation and foetal development
- conception, growth, development, behaviour and health can all be affected by diet, drugs and disease.

The content and organisation of formal sex education within the Academy is reviewed annually to accommodate changes in national curriculum requirements or to adopt changes recommended by health professionals or our own tutorial teams. Certain principles, however, remain constant:

- That teaching of sex education should be undertaken with due regard to moral considerations and the value of family life.
- That such teaching should not form a discrete course, but should occur within a number of curriculum areas as described above.
- Where outside speakers are employed they are fully briefed, both as to how their contribution fits within the overall scheme and as to the moral dimension appropriate to their presentation.
- Where video material is used it is fully previewed for suitability.
- That parents and carers should be informed of our policy and given the opportunity to withdraw their children from formal sex education lessons, in compliance with the law.

5 MONITORING, EVALUATION AND REVIEW

SRE will be monitored through 3 termly assessments of the Character Education sessions and evaluation of drop down days by staff and students. Judgments about its success can also be made through gathering evidence from:

- The wider Academy staff, on how the policy supports them.
- Parents and governors, about the clarity of information provided.
- Students, on how the Character Education provision is meeting their needs.

6 THE TEACHING OF SEX EDUCATION

Teachers delivering sex education should aim to present facts in an objective, balanced and sensitive manner. They should provide students with opportunities to explore values, make judgments and be better prepared to make informed and principled choices.

Setting Ground Rules

A set of ground rules at the beginning of each lesson will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. It can be beneficial for a class to work out the set of ground rules together. Possible ground rules might include:

- No one (teacher or student) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a factual way.

Dealing with questions

Teachers will need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances of unexpected questions or comments from students. The following points offer further guidance on dealing with students' questions:

- If the question is too personal, the teacher should remind the student of the ground rules. If the student needs further support, the teacher can refer them to the appropriate person, such as a counsellor, Academy nurse, helpline or an outside agency or service.
- If the teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the student or teacher or both together research the question later.
- If a question is too explicit, feels too adult for a student, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must talk with the student later.
- If a teacher is concerned that a student is at risk of sexual abuse, they should follow the Academy's Safeguarding Procedures.

Students will be encouraged to be involved in their own learning and clear guidelines will operate regarding language usage and gender and sexual stereotyping.

A range of teaching and learning strategies will be used when dealing with issues that can be difficult to discuss in a large group or for working with students who find SRE embarrassing:

- Care with male/female group dynamics.
- Gender split assemblies.
- Use of pairs and small groups.
- Use of the anonymous 'question box technique'.
- Distancing techniques, such as case studies, role plays etc.
- A safe space provided during break and lunch in the Ambition Centre and Learning Support Faculty.

Advice and Individual students

Teachers delivering sex education have to exercise their discretion and professional judgement about how to deal with issues raised by individual students. Teachers should be confident in continuing to take a pastoral interest in the welfare and well-being of students, but this function should never trespass on the proper exercise of parental rights and responsibilities.

Students should be encouraged to seek advice from their parents and/or a medical practitioner or one of the Academy's Student Welfare Officers or
counsellors.

If a teacher has reason to believe that a child is distressed or in danger, they should follow the procedures in the Academy's Safeguarding Policy and report their concerns to the Designated Safeguarding staff as soon as possible.

Where the circumstances are such as to lead the member of staff to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place them at moral or physical risk or in breach of the law, the member of staff has a general responsibility to ensure that the student is aware of the implications and is urged to seek advice from their parents or carers, and/or a medical practitioner. In such circumstances, the member of staff should inform the Designated Safeguarding staff, who should arrange for the student to be counselled if appropriate and, where the student is under age, for the student to be encouraged to talk to a parent or carer.

7 CONFIDENTIALITY

Under common law, information given in confidence should only be passed to a third party with the agreement of the person disclosing it. This applies to the student/staff relationship.

Staff cannot, however, offer absolute confidentiality. Where there are child protection issues, the staff member should refer the matter to the Designated Safeguarding staff within the Academy and follow the Academy's confidentiality procedures. Any staff member should make clear the level of confidentiality that can be given, before the disclosure is made.

In relation to notifying parents, guidance makes it clear that young people should be strongly encouraged to involve parents/carers. **However, there is no legal obligation to do so** and young people have the legal right to confidentiality and can consent to advice and treatment without parents being informed *(Fraser Guidelines/Competence).*

8 PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN FROM SEX EDUCATION

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

The Academy hopes that all parents will allow their children to participate in sex education. However, those parents who are unable to give such permission should write to the Principal stating that they wish their children to be withdrawn either from all or part of the sex education which falls outside the statutory requirements of the Science National Curriculum. Parents may inform the Principal of their reasons. Parents cannot withdraw their children from any part of sex education taught in the National Curriculum. After the child turns 16, if the child wishes to receive sex education, rather than be withdrawn, the academy will make arrangements with the child during one of the terms.

9 PREGNANT YOUNG WOMEN AND YOUNG MOTHERS IN ACADEMY

In the event of a student, including an under 16-year-old, becoming pregnant and carrying the baby to full term, the Academy will ensure that the young woman is given every opportunity to continue with some form of educational training. As far as possible, the student will be supported so that she can continue her education within the Academy. In the event that this is not possible, the student will be offered alternative educational provision in liaison with the Local Education Authority.

APPENDIX 1

PRINCIPLES OF HIGH QUALITY SEX AND RELATIONSHIP EDUCATION:

Sex and relationship education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: such as gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflect girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying, violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Source – Sex and Relationships Education (SRE) for the 21st Century
Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)
PSHE Association and Sex Education Forum, 2014

APPENDIX 2

A SUMMARY OF THE LAW ON SEXUAL BEHAVIOUR

The Government regulations related to Sex and Relationships Education require teachers to be aware of and have regard to the law on sexual behaviour. The following is a summary of the main sexual offences in England taken from the Sexual Offences Act 2003.

Incest
It is an offence for a man to have sexual intercourse with a woman whom he knows to be his granddaughter, daughter, sister or mother. It is an offence for a woman of the age of 16 or over to permit a man whom she knows to be her grandfather, father, brother or son to have sexual intercourse with her consent.

Rape
According to the law, only a man can commit rape (as the penetration has to be with a penis). However, both women and men can be raped. A rape can occur within a relationship or within/outside a marriage.

The law says:

- 'A' is guilty of rape if: he intentionally penetrates the vagina, anus or mouth of 'B' with his penis;
- 'B' does not consent to the penetration, and
- 'A' does not reasonably believe that 'B' consents.

Sexual Activity with a Child
The law says:

- A person aged 18 or over (A) commits an offence if he intentionally touches another person (B)
- The touching is sexual, and either:
    i. (B) is under 16 and A does not reasonably believe that B is 16 or over, or
    ii. (B) is under 13

Child Sex Offences committed by children or young persons
A person under 18 commits an offence if he does anything which would be an offence under any of Sections 9-12 of the Sexual Offences Act 2003 if he were aged 18:

- Sexual activity with a child.
- Causing or inciting a child to engage in sexual activity.
- Sexual activity with a child family member
- Inciting a child family member to engage in sexual activity
- Engaging in sexual activity in the presence of a child.
- Causing a child to watch a sexual act.

The Age of Consent
The legal age for young people to consent to have sex is still 16, whether they are straight, gay or bisexual. The aim of the law is to protect the rights and interests of young people, and make it easier to prosecute people who pressure or force others into having sex that they do not want, or are too young to agree to.

Although the age of consent remains 16, the law is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation. Young people, including those under 13, will continue to have the right to confidential advice on contraception, condoms, pregnancy and abortion. *(Working within the Sexual Offences Act 2003 – Home Office)*

APPENDIX 3

SEX AND RELATIONSHIPS EDUCATION - THE LEGAL FRAMEWORK

Section 1(2) of the Education Reform Act 1988 requires all maintained Academies to offer a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the Academy and of society; and
- prepares such students for the opportunities, responsibilities and experiences of adult life.

The 1986 Education Act (2) invested the responsibility for Sex Education with governing bodies and Section 241(5) of the Education Act 1993 requires them to:

- make and keep up to date a separate written statement of their policy withregard to the provision of sex education; and
- make copies of the statement available for inspection (at all reasonable times) by parents of registered students at the Academy and provide a copy of the statement, free of charge, to any such parent who asks for one.

The Education (Academy Information) Regulations 1993 require all maintained Academies to publish in their prospectus a summary of the content and organisation of any sex education they provide.

Section 46 of the 1986 Act requires that the LEA, Governing Body the Principal and Chief Executive:

"Shall take such steps as are reasonably practicable to secure that where sex education is given to any registered students at the Academy, it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life."

The law does not define the content of Sex Education other than Section 241(2) of the Education Act 1993 which inserts Section 114(1) of the 1944 Act a definition of 'Sex Education' which includes education about HIV and AIDS and other sexually transmitted diseases. The Secretary of State has no statutory power to prescribe, by subordinate legislation, the content or organisation of Sex Education.

Section 17A of the Education Reform Act 1988 (inserted by Section 241(2) of the Education Act 1993) provides that:

"If the parent of any student … requests that he/she may be wholly or partly excused from receiving sex education at the Academy, the student shall, except in so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn."

OTHER PROVISIONS:

Department for Education (DfE)

The DfES Guidance 2000 is supported and made statutory by the Learning and Skills Act 2000. The Act provides the following information on the current position relating to Sex and Relationship Education - Sex and Relationship Education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation.

'As part of Sex and Relationship Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document "Supporting Families"- that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society.

Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.'

Some parts of Sex and Relationship Education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of Sex and Relationship Education if they want.

All schools must have a written policy on sex education (which includes information about parents' right to withdrawal), which they must make available to parents for free.

The Government's Education White Paper, 'The importance of Teaching' (published in November 2010) stated:

Children need high-quality Sex and Relationship Education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.

The objective of Sex and Relationship Education:

To help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHEE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood (DfEE guidance, July 2000).