



# The Boston Witham Academies Federation

## Haven High Academy

### **POLICY FOR SEX AND RELATIONSHIPS EDUCATION (RSE)**

#### **Context**

Boston reflects the national problem of a high teenage pregnancy rate and an increased percentage of young people diagnosed with a sexually transmitted infection. Along with external agencies, we are proud of the advice and support we offer to our students and of the Sex and Relationships education we provide across the Key Stages within Science, Social Studies (RE/PSHE/Citizenship) and Child Development. The academy staff who deliver this part of the curriculum regularly attend INSET or in academy training to ensure accurate and appropriate advice is shared with students.

This Policy sets out our aims to;

- Educate our learners in the physiological aspects of reproduction and related issues
- Provide our learners with the knowledge and confidence to make informed decisions within their relationships with others, their sexuality and sexual orientation
- Promote positive role models for our learners
- Support learners who experience problems associated with sex and relationships and refer them to the appropriate agencies as and when required.

#### **Aims**

We hope to equip our students with the knowledge and skills to make informed decisions about their lifestyle and relationships within the parameters of British society. We also hope our students will have been encouraged to be open minded and think positively about other people and therefore develop non-exploitative, caring relationships, be less likely to be exploited by others and be aware that homophobia is unacceptable.

#### **Leadership, management and governance**

The responsibility for overseeing this policy lies with the Headteacher the member of staff with responsibility for SRE and the Governors. However, all staff have a duty to read and understand this policy and ensure the wellbeing of all students. The policy was shared with parents and a consultation period took place in the summer term of 2020.

**Governors** should:

- Ensure that the academy complies with all legislation regarding sex, contraception and sexuality
- Ensure the policy is implemented
- Review this policy annually and monitor its implementation regularly

**The Headteacher** should:

- Along with the Governing Body ensure that the policy complies with all legislation regarding sex and relationship education
- Ensure that all staff are aware of their responsibilities under the policy and are given adequate and regular training and support so they can fulfil their responsibilities
- Take appropriate action against any staff or learner who does not promote an inclusive attitude towards a person's sexuality (e.g. someone who does not admonish those who make homophobic comments)
- Take appropriate action against staff whose actions outside of the academy directly affects the reputation of the academy
- Offer support and/or referral to any member of staff or learner with sex/relationship related problems without judgement

**Staff with responsibility for SRE and related incidents**

There will be at least one member of staff with responsibility for:

- Coordinating SRE as part of the PSHEE curriculum
- Liaising with outside agencies where appropriate and available who provide additional support to students. They will be provided with a copy of this and related policies prior to their involvement.
- Informing staff of legislation

**All staff delivering SRE** should:

- Monitor and assess, alongside the Faculty Leader, the results of the SRE offered at Haven High Academy
- Action should be taken on the above
- There is a small team of experienced staff within the Humanities faculty who deliver RSE. Planning for these lessons is shared and follows a common format.
- Assessment of RSE follows the Humanities faculty policy for marking and assessment

**All staff** should:

- Ensure they promote positive attitudes to relationships within the context of relevant legislation
- Not promote or ignore homophobia through their teaching or example
- Not have inappropriate relationships with any learners at the academy

**Whole academy issues**

The Headteacher, member(s) of staff in charge of SRE and Governors should monitor the following to ensure they actively support the Haven High Academy's Sex and Relationships Policy.

**Admissions and attendance**

- Does not disadvantage learners with different sexual preference, or those who are parents themselves
- Staff are aware of learners with a child who may have significant absences due to parental responsibility
- Action is taken if the above do not occur

**Attainment, progress and assessment**

- Learner's sexuality, sexual preference or parental responsibility should not affect their chances of reaching their full potential
- Trends in underachievement should be identified

## **SRE and academy ethos**

- The academy publicly supports and values non-exploitative and caring relationships
- The academy has an atmosphere of mutual respect and trust between learners and staff
- Incidents of inappropriate sexualised behaviour or prejudice are recorded
- Staff are trained to deal with said incidents effectively and consistently
- The academy works closely with outside agencies to promote safe and appropriate sexual relationships

## **Behaviour, discipline and exclusions**

- The Behaviour for Learning Policy is fair, equitable and supports all learners regardless of their sexual preference or parental responsibility
- Relationship problems/issues are considered when investigating poor behaviour
- Learners who are parents, should be monitored regularly to ensure no disparity exists in the rates of exclusions
- Long term truants with the aforementioned needs are offered an appropriate reintegration programme which takes into account those needs.

## **Personal development and pastoral care**

- Pastoral support is available to all learners and takes into account any parental responsibilities they may have
- A full range of career and post 16 options is available to all learners who are encouraged to consider them all, with support offered for those with parental responsibilities
- Work experience will be offered to learners which is appropriate to their particular needs wherever possible, and will not discriminate against them due to their sexuality or sexual orientation or parental responsibility
- Support will be offered to learners who experience said discrimination during their placement
- Social Studies, PSHEE Scheme of Work supports the SRE policy and promotes safer sex education, relationships education and acceptance of one's own sexuality and that of others. Haven High Academy is a Stonewall Champion School.

## **Teaching and learning**

- Staff create an environment where students can contribute fully and with confidence
- Teaching takes into account of any parental responsibilities the learner may have
- Teachers challenge inappropriate attitudes towards sexuality and sexual orientation
- Teachers do not promote homophobia in lessons, and challenge and record it, if it occurs

## **Curriculum**

- Incorporates the principles of any legislation about sex and sexuality and the curriculum roadmap and SOL are available on the academy website
- Learners are taught the physiological aspects of sexual reproduction at a level appropriate to their learning needs
- Learners are taught about relationships and what makes a positive, caring partnership, the different levels within relationships and how they develop
- The academy utilises outside agencies to deliver up to date information about sexually transmitted diseases (**infections**) and contraception
- Role models are brought into the academy to speak to the learners about the consequences of unprotected sex, impact of homophobia and representatives from LGBT groups. All visitors are provided with copies of the relevant policies
- Learners are encouraged to participate fully in extra-curricular activities in spite of any parental responsibility. No learner should miss out on extended academy life

## **The Scheme of Learning**

Ensures that 'end of Secondary School' outcomes are met. The topics cover

- Families
- Relationships including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships including sexual health.

An emphasis on the law with regard to these topics are incorporated into the teaching.

## **Resources**

Resources are chosen to ensure that they are stage appropriate and illustrative of different ethnicities and cultures.

## **Staff recruitment and professional development**

- All staff should have access to up-to-date legislation connected to SRE and attend regular training on related issues through the in academy professional development

## **Partnerships with parent and communities**

- All parents are encouraged to participate fully in the life of the academy
- The academy works closely with parents and the community to promote positive relationships and tolerance of all sexual preferences, within the law
- Referrals to appropriate agencies are available for families through the academy
- The school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

## **Dealing with disclosures or discoveries relating to sexual relationships**

- The member of staff with responsibility for child protection is available to discuss concerns staff may have regarding learners of the academy, relating to sexual relationships
- Staff should follow the guidelines set out in the Child Protection policy if a student discloses something related to sexual relationships

## **PSHEE provision and content**

- All learners should have a sound knowledge of sexual reproduction, safer sex, access to support agencies, and the consequences of unprotected sex, when they leave the academy
- PSHEE lessons should provide the above information and be delivered by staff with appropriate knowledge and support material
- The scheme of work should take into account the information that learners receive from a variety of sources, including the media and help them to treat it critically
- Learners in both key stages should have an agreed period of PSHEE each year
- Outside speakers will be brought in to strengthen the delivery of the subject and be provided with the relevant policies prior to their visit

## **SRE at HHA will;**

- Generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment with trust and confidentiality ensured
- Enable learners to develop positive, non-exploitative relationships

- Enable learners to be aware of personal, psychological, emotional and physical changes
- Emphasise the role and the value of family life
- Enable learners to know what is and what is not legal in matters relating to sexual activity
- Inform learners where they can go for advice

**SRE at HHA will promote the following values;**

- Respect for oneself and other people
- Taking responsibility for one’s actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members, without advocating one family style over another
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional, moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others.
- HHA supports all learners with protected characteristics as per the Equality Act 2010
- HHA provides appropriate support and differentiation for students with SEND to access the RSE curriculum

Reviewed June 2020

Signed off by: .....

Print name and role: .....

Date:.....

**<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> the most recent government guidance can be found here.**