



South Gloucestershire and Stroud Academy Trust (SGSAT)

Sex and relationships education policy and procedures

If you would like this document in an alternate format
Please contact the SGS-GS Human Resources Department

Policy and Procedure Prepared by:	Moira Foster-Fitzgerald
Job Title/Role:	Chief Group Services Officer
Policy and Procedure Ref. No.: Q/P	Version Date: June 2017 Review Date: June 2020 (Subject to any legislative changes) Upload to SGS-AT website? Yes
Approved by:	SGS-AT Board of Trustees
Date:	12 July 2017

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	The aim of sex and relationship education is to support young people through their physical, emotional and moral development.				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required					
Completed by: Moira Foster-Fitzgerald Position: Chief Group Services Officer Date: June 2017					

Sex and relationships education policy

SGSAT comprises academies, free and studio schools and UTCs - for ease of reference, they are referred to generically as 'schools' throughout this document.

The term 'Principal' is used throughout this document to refer to a school senior leader (e.g. Headteacher, Associate Headteacher, Associate Principal, Group Principal).

1. Introduction

- 1.1. The South Gloucestershire and Stroud Academy Trust believes that effective sex and relationship education is essential for young people to make responsible and well-informed decisions about their lives. The aim of sex and relationship education is to support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- 1.2. This policy is based on guidance from the Department for Education. The Trust's sex and relationship education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships. This Trust policy applied to all academies, free schools, studio schools and University Technical Colleges in the Trust. Throughout the policy they will be referred to as schools.

2. What is sex and relationship education?

- 2.1. Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the importance of stable, loving relationships and respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Although some of the themes covered may remain consistent throughout the age range, some topics, and the manner in which they are taught, will be age appropriate. Schools have a national framework to support this area.
- 2.2. Sex and relationship education has three main elements:
 - 2.2.1. 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
 - 2.2.2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing 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

2.2.3. 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
- Recognising the role the media and pornography can play in shaping views of relationships and sexuality
- The avoidance of unplanned pregnancy

3. Primary schools – how is sex and relationship education provided, and who is responsible for providing it?

- 3.1. Primary schools in the Trust have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It ensures that both boys and girls learn about puberty and how a baby is born.
- 3.2. In the early primary school years, education in the Trust's schools focuses on friendship, bullying and the building of self-esteem. Teachers and Teaching Assistants are provided with support and training in answering questions that are better not dealt with in front of a whole class.
- 3.3. In the transition year before moving to secondary schools, to support the students' ongoing emotional and physical development effectively, parents are consulted about the detailed content of what will be taught. This includes offering parents support in talking to their children about sex and relationship education and how to link this is being taught in school.
- 3.4. Primary schools include in their curriculum:

- 3.4.1. changes in the body related to puberty, such as periods and voice breaking;
 - 3.4.2. when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
 - 3.4.3. how a baby is conceived and born.
- 3.5. There may be rare occasions when a primary school teacher is directly approached by a child who is sexually active or contemplating sexual activity. This will always raise child protection issues and sensitive handling will be needed to ensure a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults.

4. Secondary schools - how is sex and relationship education provided, and who is responsible for providing it?

- 4.1. Sex and relationship education will be delivered by specialist PSHE and science staff.
- 4.2. All parts of the National Curriculum will be taught by the science department within science lessons. Additional material will be delivered during the PSHE curriculum.
- 4.3. Ground rules are used to ensure respect for each other at all times. Specialist staff are given guidance on handling sensitive questions from students. The school nurse and other community specialists may be used if available.

5. Relationships

- 5.1. Young people, when asked about their experiences of sex education at school, often complain about the focus on the physical aspects of reproduction and the lack of any meaningful discussion about feelings, relationships and values. Sex and relationship education in schools within the Trust will adjust that imbalance and help young people to respect themselves and others, and to understand differences.
- 5.2. The Government advises that students should be taught about the nature and importance of marriage for family life and bringing up children. However, the Government also recognises that there are strong and mutually supportive relationships outside of marriage. The schools within the Trust will take care to ensure that there is no stigmatisation of children based on their home circumstances.

6. Focus on boys and young men as well as girls and young women

- 6.1. Traditionally, sex and relationship education has focused on girls, leaving boys feeling that sex education is irrelevant to them and are unable or too embarrassed to ask questions about relationships and sex. Classroom activities will engage boys as well as girls. Trust schools will

be sensitive to the culture of its students, where it may be acceptable to speak about the body only in single gender groups, for example.

7. Students with special educational needs and learning difficulties

- 7.1. Schools within the Trust will ensure that all students with special educational needs and learning difficulties are properly included in sex and relationship education. Some students will be more vulnerable to abuse and exploitation than their peers, and others may be confused as to what is acceptable public behaviour. Trust schools will help these students to develop skills to reduce the risks of being abused and exploited, and to learn what behaviours are, and are not, acceptable.
- 7.2. All staff including school staff, physiotherapists, nurses, and carers as well as teachers should follow the Trust's sex and relationship education policy when working with students with special educational needs and learning difficulties.

8. Sexual identity and sexual orientation

- 8.1. The Trust's schools will ensure that the needs of all students are met in the curriculum. Teachers and all support staff should be able to deal honestly and sensitively with sexual orientation and sexual identity, answer appropriate questions and offer support. The Trust will not tolerate bullying in any form, including sexual -talking to or touching someone in a sexually inappropriate way; sexist - related to a person's gender or gender reassignment; related to a person's sexual orientation (homophobic). The aim of this policy is not to promote any sexual orientation or sexual identity, but to help to create a safe space for learning.

9. Contraception

- 9.1. Knowledge of and access to the different types of contraception is a major part of the Government's strategy to reduce teenage pregnancy. Effective sex and relationship education in secondary schools has an important role to play in achieving this.
- 9.2. Trained staff and teachers in the Trust schools will be able to give students full information about the different types of contraception and their effectiveness. They can also give students – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling, and where necessary, treatment.
- 9.3. When a teacher learns from an under-16 year old that he/she is having, or contemplating having, sexual intercourse, the school will ensure that whenever possible, the student is persuaded to talk to their parent or carer, that any child protection issues are addressed, and that the student is adequately counselled and informed about contraception. Teachers will not give personal, individual advice on contraception to a student under 16.

- 9.4. The Trust's schools will enable and encourage students to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer.

10. Abortion

- 10.1. The Trust recognises that abortion is an emotive issue, and that any teaching must present a balanced view which respects a range of views and religious beliefs. Teachers will create a classroom environment where young people have an opportunity to explore dilemmas related to abortion, to understand abortion and the law, and to develop the communication skills to discuss it with parents and health professionals.
- 10.2. Trust schools will teach about abortion and contraception in accordance with the purpose of sex and relationship education, which is preparing students for the responsibilities and challenges of adult life.

11. Safer sex and HIV/AIDS and sexually transmitted infections (STIs)

- 11.1. STIs are major causes of ill health which can have long-term physical and psychological health consequences. Incidences of STIs continue to rise and the incidence of HIV/AIDS infection remains unacceptably high.
- 11.2. The Trust's schools will teach the following key messages regarding safer sex, HIV/AIDS and STIs.
- 11.2.1. Information and knowledge about HIV/AIDS is vital.
- 11.2.2. Young people need to understand what risky behaviour is and what is not.
- 11.2.3. Sex and relationship education should inform young people about condom use and safer sex in general.
- 11.2.4. Young people need skills to enable them to avoid being pressured into unwanted or unprotected sex (teaching assertiveness skills for negotiating relationships. This will link with issues of peer pressure and other risk-taking behaviour such as using drugs and alcohol).
- 11.2.5. Young people need factual information about safer sex and skills to enable them to negotiate safer sex to enable them to become effective users of services that help prevent/treat STIs and HIV.
- 11.3. Although the emphasis in sex and relationship education should be on prevention of infection, through delaying sexual activity and teaching the reasons for safe sex, students also need to know about diagnosis and treatment.

12. Confidentiality

- 12.1. Teachers and all other school staff will follow the Trust's policy on confidentiality between themselves and students. Students should be

reassured that their best interests will be maintained, but teachers and all other school staff cannot offer or promise absolute confidentiality. If confidentiality has to be broken, the student will be told first and supported as appropriate. Teachers and all other school staff will follow the Trust's Safeguarding policy if a child protection issue is raised.

12.2. Schools will encourage students to talk to their parents or carers and support them to do so. Schools will also inform students of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

13. Parents and carers' rights with regard to their children and sex and relationship education

13.1. Parents and carers have the right to withdraw their children from all or part of the sex and relationship education provided at the school except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The school will make alternative arrangements for students in such cases.

13.2. The Trust recognises that parents and carers are the key people in:

13.2.1. teaching their children about sex and relationships;

13.2.2. maintaining the culture and ethos of the family;

13.2.3. helping their children cope with the emotional and physical aspects of growing up; and

13.2.4. preparing them for the challenges and responsibilities that sexual maturity brings.

13.3. The Trust's schools will consult with parents and carers regularly on the content of sex and relationship education programmes, and welcomes their active involvement in the determination of the school's programme.

14. How will sex and relationship education be monitored, evaluated and reviewed?

14.1. This will be monitored, evaluated and reviewed by the SGS Academy Trust's Board of Trustees.

15. References and further guidance

[Sex and Relationship Education Guidance](#), Department for Education and Employment, July 2000