

Sex and Relationships Education Policy

1. Introduction

Fairfax Academy is an inclusive, fully Comprehensive, Foundation, Co-educational school for students aged between 11 and 19. Students come from a large number of feeder Primary Schools. The school draws from a wide variety of differing socio-economic, ethnic and religious backgrounds.

2. Definition (SRE)

SRE is a lifelong learning about physical sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE ensures children know how to keep themselves safe and how to avoid putting themselves in risky situations.

3. Aims of Sex Education at Fairfax Academy

Fairfax Academy believes that Sex Education is the entitlement of all students and forms an important part of each student's development into adulthood.

Aims

- 3.1 To foster self-esteem, self-awareness and a sense of moral responsibility.
- 3.2 To provide a broad and balanced Sex Education programme which:
 - 3.2.1 offers full entitlement and access to all students including those with Special Educational Needs and medical conditions
 - 3.2.2 operates in an atmosphere of mutual trust and respect in order to encourage students to put forward and explain their own ideas.
- 3.3 To explore moral and sexual issues and values in order to foster personal responsibility by:
 - 3.3.1 encouraging appropriate and informed decision making with regard to sexual behaviour
 - 3.3.2 instilling an understanding that all young people have a responsibility in sexual matters
 - 3.3.3 promoting an understanding of trust, consent, respect and commitment in a sexual relationship.
 - 3.3.4 supporting the skills to identify, avoid, resist and report unwanted sexual experiences and contact.
 - 3.3.5 to be able to recognise the difference between a healthy and unhealthy relationship.
- 3.4 To give students knowledge and understanding of the following in order for them to make informed choices.
 - 3.4.1 The physical, emotional and social aspects of their development as young adults
 - 3.4.2 Personal relationships
 - 3.4.3 Responsible attitudes and appropriate behaviour
 - 3.4.4 Family life-the value and importance of the family as a social institution, its contribution to the development and encouragement of love, respect and concern in caring for others

- 3.4.5 To develop awareness of sexual identity, to challenge sexism and prejudice in society and promote equality and equal opportunities
- 3.5 To explain the link between sexual practices and the transmission of HIV and Sexually Transmitted Diseases.
- 3.6 To be able to know and understand what a positive relationship is.

4. Content

Sex and relationships education provides knowledge and understanding, appropriate to the student's age and maturity and will address the issues of disability sensitively. The sensitive development of attitudes, values and social skills are intended to lead to responsible and healthy lifestyles. Content will respond to and reflect government guidelines on Sex Education and planning will also reflect local data and context.

- 4.1 Knowledge and Information- All students cover a wide ranging curriculum that is flexible and addresses current needs.
- 4.2 Values and Beliefs- As well as knowledge and information, students will be encouraged to consider the importance of the following values, which are derived from the academy's aims:
- Respect for and valuing of themselves and others
 - Understanding and sensitivity towards the needs and views of others
 - Responsibility for their own actions
 - Responsibility for the academy, their family and the wider community
 - Promote strong, healthy and stable relationships.
- 4.3 Social Skills and Abilities- Students will be helped to develop the following social skills;
- Communication, including the making and keeping of relationships
 - Assertiveness; the ability to project a positive self-image
 - Decision making
 - Recognising and using opportunities to develop a healthy and fulfilling lifestyle
 - Developing self-respect and empathy for others.

5. Organisation

5.1 Sex and Relationships Education

This is co-ordinated by the Head of Year with responsibility for PSHE.

1. Delivery

Delivery is through planned aspects within the PHSE/Guidance, Workshops, Enrichment days, Science and Religious Education curricular, and by addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be the only part of the sex education programme and therefore not subject to the parental right of withdrawal.

2. Teaching and Learning Approaches

We aim to approach Sex and Relationships Education through strategies in line with our Teaching and Learning Policy. We contribute towards this by making regular and effective use of enrichment days and the use of external agencies

3. Student Groupings

Students will be taught in mixed gender groups. If there is specific need, it may be appropriate to teach students in different groups.

4. Resources

- Materials- A wide range of teaching resources are available for teachers to use.
- Regularly reviewed by SRE co-ordinator to include current issues.
- Staff are required to teach within the aims of the academy's policy.

5. Time Available

Sex education forms some part of the curriculum in every year group. Through guidance/PSHE lessons, students are signposted as relevant.

6. Using Visiting Speakers and Others

- We believe that most aspects of sex education are best taught openly with teachers and the academy's link nurse who are known and trusted by students. However, other visitors such as family planning or sexual health workers who have been closely vetted can greatly enhance the quality of the provision, as long as they are used in addition to, not instead of, a planned programme of sex education. Visitors are given advance notice of the composition of the group and an idea on how their contribution fits in to the scheme of work. Appropriately trained members of staff will be available to students who wish to discuss issues in confidence.

6. Specific Issues

Staff, parents/carers and students need to understand academy procedures on the following issues.

1. Confidentiality and Advice

Staff cannot offer confidentiality. Staff must inform the Designated Lead for Child Protection Mrs Mulhern or Mrs Barker of any Child Protection disclosure from a student. This should then be recorded on MYCONCERN.

If a member of staff learns from a student under 16 that they are having or contemplating having sex the DSL must be informed.

The student will initially be persuaded to talk to their parent/ carer and if needs be to seek medical advice. There will be a discussion about contraception and they will be informed where they can access this and get advice.

Parents will be informed by the Designated Senior Lead for Child Protection.

Students will be informed first when confidential information needs to be shared with parents.

2. Working with Parent(s)/Guardian(s)

Under the Education Act 1993, parents and guardians have the right to withdraw their children from all or part of the sex education programme, although not from those elements which are included in National Curriculum Science.

Parents/carers wishing to exercise that right need to notify the relevant Head of Year in writing. Once a student has been withdrawn from the programme, they cannot re-establish their involvement without written consent of parents/guardians.

3. Issues of Sexuality

Teachers do not promote any one life-style as the only one acceptable for society. Discussions regarding sexuality are not avoided and teachers must take great care not to advocate or judge sexual behaviour and lifestyle. One of the advantages of discussions about sexuality is the opportunity to correct false ideas, assumptions and to address prejudice. We aim to deal sensitively and honestly with issues of sexual orientation, answer questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationships education is relevant to them.

4. Equal Opportunities and Special Needs Issues

Every opportunity has been made to ensure that the nature of the work undertaken is appropriate to the age and maturity of the students and will also address the issues of disability sensitively, taking specialist advice where necessary.

5. Safeguarding Young People from Sexual Exploitation

Through assemblies, PSHE, Tutor time activities and Workshops students will be made aware of Child Sexual Exploitation including the risks associated with 'sexting' and 'online pornography'. They will be encouraged to view sexual activity within healthy and caring relationships. Staff will be made aware of the signs of CSE in training and will inform any concerns to the Designated Lead for Child Protection.

7. Dissemination of the Policy

This policy is available to all parents/carers on request or via our website. The full policy will be included in the staff handbook. Any issues arising from the policy should be discussed with the Head of Year responsible for PSHE.

8. Monitoring and Evaluation of Policy

This policy will be reviewed annually by Leadership Team, Head of Year responsible for PSHE and Academy Associates.

Appendix 1

Child Protection Statement for Parents/Carers

Fairfax Academy is committed to the highest standards in protecting the students entrusted to our care. We recognise that some children may be the victims of bullying, neglect, physical, sexual and emotional abuse. Staff working with the children are well placed to identify such abuse.

What we will do if we have a concern about your child?

If we are concerned that your child may be at risk of abuse or neglect we must follow the procedures set out in our safeguarding and child protection policy. Copies can be found on our web site or requested from the Academy.

The procedures have been written to protect all students. They comply with our statutory responsibilities and are designed to support students, families and staff. The procedures are based on the principle that the welfare of the child is the most important consideration.

In almost all circumstances, we will talk to you about our concerns and we will also tell you if we feel we must refer our concerns to children's social care. We will seek your consent to make a referral for support, but in some circumstances, we may need to make a referral without your consent. We will only do this if we genuinely believe that this is the best way to protect your child. We will record the fact that you did not consent.

In the event that we believe informing parents may put a child at significant risk of harm we may, on rare occasions, make a referral without informing parents.

All child protection records are kept separately from your child's general academy file. Records are stored in a locked cabinet or drawer, and if stored on a computer are password protected. The only staff who have access to the records are those who need to know about the concerns in order to support your child.

Child protection is a very sensitive issue and it raises many questions and a range of strong emotions. We will do everything we can to support our students and you can be assured that any action we take will be in the best interests of your child.