



SEX & RELATIONSHIPS EDUCATION POLICY

Updated September 2017

Approved by the Governing Body

This policy links to and should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy

1. Principles

1.1 Sex and relationships education (SRE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. Big Creative Academy recognises the importance of sex and relationship education (SRE) in preparing young people to live safe, fulfilled and healthy lives.

1.2 We believe that effective, age-appropriate education about relationships and sex can:

- foster positive attitudes and values of love and respect
- promote spiritual, moral, social and cultural development
- contribute to reducing unintended teenage pregnancy and rates of STI transmission
- lead to young people delaying first sex
- help to protect young people by giving them knowledge and skills to make safe choices and recognise and manage risk
- allow young people to get answers to their questions
- contribute positively towards the healthy schools agenda
- meet our legal requirement to give due regard to the DfE statement on relationships education, relationships and sex education, and personal, social, health and economic education.

1.3 The objective of SRE is to help support young people through their physical, emotional and moral development.

2. Aims

2.1 Big Creative Academy aims to consider social and moral dilemmas, to value and respect different types of relationships, to foster respect and responsibility for myself/my body and for others, to clarify myths and misconceptions, to address stereotyping.

2.2 Big Creative Academy aims to address behaviour in public and private, to encourage self-awareness, to develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made, to develop communication skills with peers, parents and other adults.

2.3 Big Creative Academy aims to understand the physical and emotional changes associated with puberty, to know what help is available and how to access it, to create opportunities to ask questions and clarify ideas in a safe environment, to provide appropriate information that is relevant to the needs, age and maturity of the pupils, to improve awareness and understanding of the opposite gender and of sexuality, to be able to recognise, acknowledge and positively deal with emotions.

3. Roles and responsibilities

- 3.1 All staff will be made aware of the policy and their role within it.
- 3.2 Where issues might arise there is a clear route for referral. Where the issue is an educational one a referral will be made to the Director for Curriculum and where the issue might involve pastoral care or child protection the learner will be referred to the Director for Learner Services or Designated Safeguarding Lead.
- 3.3 Some outside agencies are used as part of our SRE provision – they bring new perspectives and offer specialised knowledge, experience and resources, are used to complement rather than to replace our planned programme. Any professional who is involved in delivering SRE lessons follows the school's SRE and confidentiality policies. When health workers are in a one-to-one situation they should follow their own professional code of conduct and meet the Academy's expectations as laid out in the staff code of conduct.
- 3.4 Big Creative Academy believes parents and carers have a crucial role to play in young people's perspectives on sex and relationships. The Academy intends that our SRE programme complements and supports their role.

4. Delivery and Methodology

- 4.1 The Academy's SRE provision is designed to help improve our students' knowledge and understanding and help them develop their own attitudes, values and personal and social skills so that they can make their own sound decisions in all aspects of relationships and sexual activity.
- 4.2 The SRE programme is as follows:
 - SRE is taught in Wellbeing sessions
 - SRE will also be addressed through the additional sexual health sessions
 - SRE will also be discussed with the Student Services team
- 4.3 As issues relating to SRE arise locally or nationally we will consider addressing these in our programme on the basis of their relevance to our pupils.
- 4.4 It is important that young people feel able to ask questions and that these are valued. Teachers will need to consider the age and maturity of learners when answering questions and consider how they relate to the intended learning for that class.

5. Equal opportunities and inclusion

- 5.1 All learners at Big Creative Academy, including those with special needs, are entitled to SRE which meets their needs. In particular, we aim to ensure that the programme is relevant to:
 - boys as well as girls
 - the range of cultures and faiths of learners at the Academy and within UK society
 - learners with special needs
 - learners infected or affected by HIV
 - lesbian, gay, bisexual and transgender + learners
 - learners from different family settings, including single parent, adoptive, foster, lesbian, gay, bisexual and transgender families.

6. Withdrawing pupils from SRE

- 6.1 Big Creative Academy recognises that parents have the right to withdraw their young person from all or part of the Academy's SRE programme where the learner is under 18 years old.
- 6.2 If parents wish to withdraw their children from any part of the programme they will need to do so in writing, to the Principal.

7. Confidentiality and child protection

- 7.1 At the beginning of discussions on SRE, the class will discuss and agree ground rules. Confidentiality will be raised during this discussion and learners will be informed of the limits of confidentiality that can be guaranteed by a teacher. Learners will also be told about confidential sexual health services that can be accessed by young people in the area. Staff will not give healthcare advice but can refer young people to appropriate health services without breaching confidentiality.
- 7.2 Teachers and other staff may be party to sensitive information about learners. All staff have a clear understanding of child protection procedures and of their duty to safeguard and promote the welfare of children and have regular training on this issue. If a person believes that a child is at risk or in danger, or has concerns regarding any matter relating to safeguarding or child protection then s/he will talk to the Designated Safeguarding Lead. For more details please refer to the Academy's Safeguarding and Child Protection Policy.