

## Sex and Relationships Education (SRE) Policy Statement

### Philosophy

Blackpool Aspire Academy is committed to delivering high quality teaching with regard to SRE, as part of the PSHE programme of study. It is the philosophy of the school to promote the spiritual, moral, cultural, mental and physical development of students at the school and prepare students at the school for the opportunities, responsibilities and experiences of later life. This encompasses associated areas: personal relationships, sexuality and sexual health, both physical and emotional.

The school's philosophy is that SRE will be delivered in an objective and balanced manner by all staff that have the responsibility to teach it. SRE will link in with other areas of PSHE such as peer pressure, the law, risk taking behaviour and personal responsibility.

With regard to every child matters, all SRE schemes of work will be fully inclusive and open to all students.

### What is sex and relationship education?

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, stable and loving relationships for family life, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

### Objectives for SRE

- To develop responsible judgments and make well informed decisions about their lives.
- To support students through their physical, emotional and moral development.
- To learn to respect themselves and others and develop with confidence from childhood through adolescence into adulthood.
- Understand human sexuality and be aware and comfortable about their own sexuality.
- Understand the arguments for and benefits of delaying sexual activity.
- Understand the risks associated with having unprotected sex.
- Understand how to behave responsibly in a personal relationship both sexual and non sexual.
- Have the confidence, resilience and self-esteem to value and respect themselves and others.
- Communicate effectively.
- Have sufficient information and skills to protect themselves from sexually transmitted infections and unwanted pregnancies.
- Avoid being pressured into unwanted or unprotected sex.

- Access confidential and professional sexual health advice.
- Know how the law applies to sexual relationships and behaviour.

### Provision and organisation of SRE

SRE at Blackpool Aspire Academy will be taught mostly in Progress Tutor groups. The groups will be taught by all Blackpool Aspire Academy teaching staff and also by other professional staff including health professionals from the School Nursing Team and the Local Authority Youth Work Team. A member of teaching staff will remain with the group for the entire presentation.

Students are reminded about appropriate conduct during these sessions. The following rules are guidance for all year groups.

1. No personal questions to anyone.
2. No personal comments.
3. No laughing at any questions or comments.
4. Safe and sensible behaviour.
5. Listen to everyone.

SRE will be delivered as part of the PSHE programme of study which is one day, each half term. The usual curriculum timetable on this day will be replaced with an 'Aspiration Day' and will follow the PSHE programme of study, which includes SRE.

This programme of study covers Key Stages 3 and 4 and is based on three core themes within which SRE will feature:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Blackpool Aspire Academy will use local data and knowledge of our own students' needs, to prioritise the topics that are most relevant to our students. These will provide a relevant context for students to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that students can see how the skills acquired through looking at one issue can be transferrable to other contexts.

At Key Stages 3 and 4 students will be taught:

- how to maintain physical, mental and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support.
- how to make informed choices about health and wellbeing matters including emotional health and wellbeing and sexual health.
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships

- how to deal with risky or negative relationships (including the distinct challenges posed by online) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)

### Teaching and Learning

All students in school have a particular learning style and this will be taken into consideration in the planning SRE lessons. Lessons will contain a number of different teaching strategies that will satisfy a variety of learning styles. This will involve group work, interactive board work, role plays, discussion and individual work to ensure maximum engagement in the lesson.

Only visual aids, films, videos and textbooks approved by health and educational professionals will be used in SRE. All materials, videos and other resources will be age appropriate to the students and carefully chosen to meet the needs of the pupils. Parents and guardians will be able to view these on request.

### Use of Visitors

All visitors will be arranged by the PSHE co-ordinator with prior consultation with the line manager for PSHE. Only those deemed suitable by the PSHE co-ordinator and relevant senior members of staff will be arranged to visit. Whilst any visitors are present, the member of staff will remain in the room for the entire presentation.

### Child Protection

Please refer to Child Protection Policy.

### SEN Provision

Differentiated activities will be available to meet the needs of the pupils who are registered as SEN.

### Dealing with sensitive issues

Staff prior to the lesson will identify potentially sensitive issues in the lesson. Distancing techniques will be used to deal with topics or questions that are judged to be sensitive by the member of staff teaching the group as each group will vary. Staff must be aware that the correct terminology for the male and female reproductive organs must be used at all times so as to minimise any potentially embarrassing situations for both staff and students.

### Parents' rights to withdraw a child from SRE

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).

5.7 Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. Schools should make alternative arrangements in such cases.

### Monitoring of SRE

The monitoring of the schools SRE program will be done through the PSHE Co-ordinator, this may be done through observations, work samples and informal chats with staff. Evaluations will also take place at the end of an 'Aspiration Day' to inform any future planning.

### Evaluating the programme

The PSHE Co-ordinator will evaluate the programme through discussion with other staff that teach SRE and through student consultation.

Additionally, a student voice questionnaire will be completed by students in all Progress Tutor groups after each Aspiration Day.

Overall responsibility for the provision of SRE will rest with the PSHE coordinator, Deputy Principle and the Academy Council.

This policy will be reviewed on a two year cycle.