

Sex & Relationships Education Guidance Policy

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

At the Ebbsfleet Academy we seek to develop students who will discover lifelong learning engaged in physical, moral and emotional development. Our Personal, Social and Health Education (PSHE) curriculum ensures that students have an opportunity to explore a range of modules regarding their personal, social, health and economic education. Specifically, our Sex and Relationship Education (SRE) curriculum is designed to teach students to understand the importance of healthy and safe relationships and of stable, loving relationships founded upon respect, love and mutual care. Within this context, we will deliver age-appropriate information addressing sex, sexuality and sexual health.

The Ebbsfleet Academy is dedicated to delivering outstanding SRE education. Local health care professionals will be invited to discuss these issues at length with students through a course of timetabled lessons for Key Stage 3 students and drop-down days for Key Stage 4 students.

This policy has been created in accordance with the Statutory Policies for Schools document (DfEE 2014) and the Sex and Relationship Education Guidance (DfEE 2000) and will be reviewed regularly.

Defining Sex Education

1. Attitudes and Values:
Pupils examine their own beliefs, attitudes and values, and are encouraged to respect and reflect upon other opinions. The Ebbsfleet Academy recognises how a good SRE can help develop high self-esteem and self-image and improve confidence and responsibility for making informed decisions.
2. Personal and Social Skills:
Our SRE curriculum is founded on the acquisition of social skills which are positive and respectful. We encourage students to develop a healthy, safe and secure relationship with themselves and others. Communication skills are essential and are promoted in class and around school.
3. Knowledge and Understanding
The SRE curriculum covers puberty (to include both physical and emotional changes and how to deal with them), changing relationships, different types of relationships, respecting LGBT and challenging homophobia, personal safety, healthy lifestyles and achieving a personal wellbeing, contraception and conception, the birth process, sexually transmitted infections, sexual consent, 'sexting' and the dangers of social media, and sex and the law. We are committed to challenging any prejudice and discriminative behaviour or language at all times.

How Sex & Relationships Education (SRE) is provided

Sex and Relationships Education is taught throughout the school. The Ebbsfleet Academy provides SRE through the curriculum, the pastoral team and through the ethos of our school. All subjects, specifically Science and PSHE, focus on SRE and there is capacity in our Spiritual, Moral, Social & Cultural Development (SMSC) plan to discuss SRE issues in tutor time sessions. We deliver dedicated SRE sessions to single year groups to ensure age appropriate SRE is delivered.

The Director of Global Learning co-ordinates the PSHE curriculum, alongside the Assistant Principal and the Pastoral Team, who are responsible for the overall planning, implementation and review of the programme offered to students.

The Ebbsfleet Academy understands the need for age-appropriate and relevant SRE which builds on students' prior knowledge. We place a high importance on creating a supportive and secure atmosphere both in class and across the school, where students can be confident in talking, listening and thinking about sex and relationships. To do this, teachers:

- Establish firm ground rules with students
- Emphasise the importance of mutual respect
- Issue a non-personal open disclosure policy in class
- Use the 'ask-it-basket' to ensure anonymity
- Encourage reflection

This builds into the school ethos of equality and freedom from discrimination across the school. Students are offered a range of teaching methods covering a range of topics in SRE. The Ebbsfleet Academy is committed to an outstanding Sex and Relationships Education and understands that local health officials can further enhance students' education. Local doctors are invited to deliver specific sessions on STIs, pregnancy and contraception with our students. All PSHE staff deliver resources which represent diverse beliefs, and which are appropriate to students' age, maturity, religious and cultural backgrounds.

How Sex & Relationships Education is monitored and evaluated

The SRE policy is reviewed annually to ensure outstanding practice and the most up to date curriculum is being delivered to students. After every term, a PSHE survey is taken by students, including areas of SRE. Students are encouraged to reflect and offer suggestions on how to improve their SRE education. Students are asked to state how useful their SRE education is, what new knowledge they have gained, and how enjoyable they found the curriculum. SRE is also monitored through the decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings, monitored by pastoral leaders.

Right to Withdrawal

Under the Education Act 1993, parents have the right to withdraw their child/children from SRE, except for where it falls under the National Science Curriculum. If parents would like their child/children to withdraw from the SRE curriculum, then they should contact The Ebbsfleet Academy to organise a meeting with the PSHE coordinator at their earliest convenience.

POLICY REVIEW AND RATIFICATION

Policy reviewed every two years and ratified by the academy council in July

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| This review by SLT | June 2017 |
| Summary of amendments to this iteration: | No changes made to this iteration of the policy |
| Ratified by the local governing body | July 2017 |
| Next review by SLT | July 2019 |
| Next ratification by the academy council | July 2019 |