



Our Trust Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

Sex and Relationships Education Policy

Co-ordinator:	Mrs J Kingswood (Principal)
Start date:	October 2018
Review date:	October 2019

Consultation on this Policy

The Consultation Process has involved
Review of SRE curriculum content with staff and pupils
Consultation with parents
Consultation with Academy governors
Consultation with the wider community including the school nurse

Defining Relationships and Sex Education

The term Relationships and Sex Education (SRE) is used in this policy to emphasise the importance of learning about relationships. SRE is 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.

Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE).

Principles and Values

We believe high quality SRE helps create a safe Academy community in which our students can grow, learn, and develop positive, healthy behaviour and attitudes for life. The values of our SRE curriculum are underpinned by a promotion of the importance of stable relationships and family life but they are closely linked to the overall context and ethos of the Academy, which promotes inclusivity and diversity, and as thus, an acceptance of different approaches to family structure.

We believe SRE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life

- be an entitlement for all young people
- support each individual as they grow and learn
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Our SRE programme is designed to meet the needs of all students, including those who are heterosexual, lesbian, gay or bisexual, transgender, those with physical, learning or emotional difficulties and those with a religious or faith tradition – in other words, everyone, whatever their background, community or circumstance.

Aims and Objectives of our SRE Policy

The aims of sex and relationship education (SRE) at Granville is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values, self-esteem, confidence and a moral framework that will guide their decisions, judgements and behaviour so they understand the consequences of their actions, behave responsibly and understand what constitutes a healthy relationship
- understand all aspects of the law about sexual consent and sexual relationships, including everyone's right to withhold consent, the arguments for delaying sexual activity, the reasons for having protected sex, dangers of sexual stereotypes, sexual coercion and violence (including FGM) and the use of modern technology including sexting and pornography
- identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling so they can avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- understand the responsibilities of parenthood as well as sex
- explore SRE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- have sufficient information and skills to protect themselves and partners from uninvited/unwanted conceptions, safe sex and STIs including HIV, and how to access local sources of further advice and treatment.
- communicate effectively by developing appropriate terminology for sex and relationship issues including knowing how to seek help if they are being abused
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity

What Does Granville's SRE Curriculum Include?

The SRE curriculum at Granville has three main elements:

Attitudes and Values

- *learning the importance of values and individual conscience*
- *learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children*
- *learning about the value of respect, love and care*
- *exploring, considering and understanding moral dilemmas*
- *learning to respect and value difference and diversity including diverse family models, genders and sexualities*
- *learning about the rights and responsibilities to oneself and others*
- *understanding responsibility for one's own safety and that of others both in the real and digital world*
- *understanding the importance of equality concerning genders and sexuality*
- *learning that violence and coercion in relationships is unacceptable*

Skills

- *learning to recognise one's own emotions and those of others*
- *learning to manage emotions and relationships with confidence and sensitivity*
- *learning to manage change*
- *developing self-respect*
- *learning how to use appropriate language in the real and the digital world*
- *learning to be empathetic to others*
- *learning to make choices based on an understanding of difference and with an absence of prejudice*
- *learning how to identify risk in relationships both in the real and digital world*
- *learning how to recognise and avoid exploitation and abuse*
- *learning how to keep oneself safe and how to extricate oneself from an unsafe situation*
- *developing critical thinking*
- *learning to make and carry out informed decisions*
- *developing decision-making skills both in the real and the digital world*
- *developing an appreciation of the consequences of choices both in the real and digital world*
- *learning to manage conflict and developing negotiation skills*
- *learning how to cope with and resisting unwelcome peer pressure*
- *learning to communicate openly and respectfully about relationships and sex*
- *learning how to ask for help and accessing advice/services*

Knowledge and Understanding

- *learning and understanding emotional and physical development at appropriate stages*
- *learning about the impact of stereotyping and negative language*
- *learning and understanding reproduction and sexual health*
- *learning about sexuality and understanding differences*
- *learning about a safe and healthy lifestyle based on accurate information*

- *understanding the positive benefits of loving, rewarding and responsible relationships*
- *learning how to resist unwelcome pressures to be sexually active both in the real and digital world*
- *learning protective behaviours*
- *learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)*
- *learning about pregnancy and the choices available knowing and understanding legal aspects of sexual behaviour*
- *understanding the nature of consent*
- *learning about consent in the law*
- *learning about the impact of coercion and violence*
- *knowing where to seek appropriate help and advice*

All these elements will be delivered in an age appropriate manner.

Equal Opportunities

We recognise that students have varying needs regarding SRE depending on their circumstances and background. The Academy believes that all people should have access to SRE that is relevant to their particular needs. To achieve this, the Academy's approach to SRE will take account of:

- the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist/ peer on peer bullying
- some students may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular SRE needs at times which we will support. It may also mean that they have difficulty accessing the SRE curriculum. We will assess their need and provide an appropriate SRE curriculum
- different ethnic and cultural groups may have different attitudes to SRE. The Academy will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with safeguarding and the Academy's statutory duty to keep students safe and deliver certain elements of the statutory SRE curriculum
- some of our students will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBTQ+). Some students may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people both now and in the future. Our approach to SRE will include sensitive, honest and balanced consideration of sexuality. We will challenge society's heterosexual dominant discourse. We actively tackle homophobic bullying
- we recognise that our students may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances

Organisation of SRE

Granville Academy has a caring ethos that models and supports positive relationships between all members of the Academy community. SRE will be delivered and supported;



- within the taught, age-appropriate, spiral SRE programme within PSHE
- within Science as stipulated by the national curriculum
- through assemblies
- through pastoral support
- by the provision of appropriate leaflets and other information sources
- via drop-in clinics with the School Nurse
- via targeted intervention, where appropriate, with vulnerable individuals
- delivery in response to incidents

Teaching, Learning and Assessment

All the following elements are essential elements in providing quality SRE.

Teaching and Learning Methods

Teaching and learning best practice will be applied, this includes active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

A Safe Learning Environment

In order for SRE to be conducted safely the following will be in place:

- group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- no one in the classroom will be expected to answer a personal question
- distancing techniques such as the use of scenarios will be used to help to keep students safe. There will be no need for anyone to discuss their own personal issues
- confidentiality will be clearly explained. Students will understand how disclosures will be handled
- students will be expected to engage and listen during lessons. However, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion
- the correct names for body parts will be used and slang terms will not be used
- the meanings of words will be explained in a sensible and factual way
- signposting to sources of support when dealing with sensitive issues

Groupings

SRE takes place within mixed gender classes with the PSHE teachers. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated, genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that both genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for students to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Continuity, Progression and Assessment

Continuity and progression will be generated through the adoption of a whole Academy approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of students building on previous/existing knowledge, experience and understanding.

Students' existing knowledge needs to be the starting point for all SRE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding.

The elements of SRE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Learning from other elements of SRE is assessed as part of the PSHE provision and builds on existing Academy systems.

Parental Concerns and Withdrawal of Students

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons)

If a parent/carer has any concerns about the SRE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision and will work to ensure the safety of that child.

Personnel and Training

SRE is delivered via specialist Science and PSHE teachers. The PSHE teachers and Director of Science are able to request any CPD they feel is necessary to ensure the programme is up to date, relevant and responsive to need.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered and referred if necessary to the Designated Safeguarding Lead (DSL) under the Academy's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Monitoring and Evaluation of SRE

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake quality assurance activities.

The Local Governing Body is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy every two years.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the Academy's Sex and Relationship Education (SRE) policy, and on support and staff development, training and delivery

Signed by:

Chair of the Local Governing Body

Head Teacher/Principal

Date:

Date:

Curriculum Plan of SRE teaching

Year Group:	Term 1:	Term 2:	Term 3:
7	<p>Healthy and safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Playing your part at Granville (Linked to P.R.I.D.E) 2. Communication Skills 3. Staying Safe (social media) 4. Staying safe (Grooming) 5. Bullying 6. Bullying (dealing with conflict) 7. Peer on peer bullying 8. How to report issues 9. Mental Health and Wellbeing 10. Mental Health and Wellbeing 	<p>Healthy and safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Puberty 2. Puberty 3. Consent 4. Managing changes /Sexual Identity 5. LGBT 6. Drugs 7. Drugs 8. Prevent 9. Resilience 10. My aspirations 11. Who I want to be? 12. Careers – Visitor to discuss their career(raising aspirations) 	<p>Democracy:</p> <ol style="list-style-type: none"> 1. Charity awareness(Link with the charity day) 2. Enterprise (Link with the charity day) 3. Enterprise 4. Equality and diversity 5. Rights and responsibilities as a British Citizen (British values) 6. Britain’s Government 7. Economy 8. Homelessness 9. Overcoming worries and problems 10. What makes a good Citizen?(Reflection from beginning of the year – term 1/lesson 1
8	<p>Healthy and Safe Lifestyle</p> <ol style="list-style-type: none"> 1. Playing your part at Granville (Linked to P.R.I.D.E) 2. Bullying – Anti- Bullying ambassadors 3. Social media safety 4. Grooming and Consent 5. Healthy eating and the Importance of exercise 6. Eating disorders 	<p>Healthy and Safe Lifestyle:</p> <ol style="list-style-type: none"> 1. Resilience 2. SRE 3. SRE 4. Family relationships 5. Drugs – Cannabis 6. Binge Drinking 7. Prevent <p>Careers:</p> <ol style="list-style-type: none"> 1. What jobs are available? 	<p>Democracy:</p> <ol style="list-style-type: none"> 1. Rights and responsibilities 2. Young people and the law 3. Local Government 4. National Government – what are the different types 5. The right to vote 6. Fair trade 7. Economy 8. Target Setting and personal strengths (reflection on the year)

	<ul style="list-style-type: none"> 7. Dangers of energy drinks 8. Mental health and wellbeing 9. Mental health and wellbeing 10. Bereavement 11. Self-Harm 12. Raising self-esteem 	<ul style="list-style-type: none"> 2. Your skills and qualities 3. Specific jobs – what is involved in running a football/hospital? 4. Who I want to be? 5. What alternative qualifications out there – what can make me stand out from the crowd? 	
9	<p>Healthy and Safe Lifestyle :</p> <ul style="list-style-type: none"> 1. Playing your part at Granville (Linked to P.R.I.D.E) 2. Racism 3. Homophobia 4. Sexual Bullying 5. Grooming 6. Parenting/contraception 7. Healthy v unhealthy 8. Mental Health and Wellbeing 9. Raising self esteem 	<p>Healthy and Safe Lifestyle:</p> <ul style="list-style-type: none"> 1. Social media (safety) 2. Grooming/sexting 3. Prevent 4. How to manage stress 5. Self- esteem and resilience <p>Careers:</p> <ul style="list-style-type: none"> 1. 14-19 options 2. The world of work 3. Work experience 4. How to make the correct choice for you? 	<p>Democracy:</p> <ul style="list-style-type: none"> 1. The Government 2. Rights and Responsibilities in society 3. Conscientious Objector 4. Conscientious Objector 5. Stereotyping and prejudice 6. Voluntary work 7. Freedom of speech 8. Money 9. Revision
10	<p>Healthy and Safe Lifestyle:</p> <ul style="list-style-type: none"> 1. Playing your part at Granville (Linked to P.R.I.D.E) 	<p>Careers and work experience:</p> <ul style="list-style-type: none"> 1. Work experience preparation 2. Work experience preparation 3. Employability 4. Employment rights 	<p>Democracy:</p> <ul style="list-style-type: none"> 1. Community cohesion 2. Migration 3. Economic Understanding and Personal Financial Capability 4. Malala – campaigning

	<ul style="list-style-type: none"> 2. Sex and Relationships (Safety) 3. Sex and Relationships (Abusive relationships) and the law (Consent) 4. STI's 5. Grooming 6. Sexual Identity 7. Emotional Resilience 8. Drug abuse 9. Alcohol abuse 10. Peer pressure (Drugs) – how to get support and help 11. Raising self-esteem 	<ul style="list-style-type: none"> 5. Work experience write up 6. Apprenticeships 7. Creating a CV 8. Sixth forms and colleges 9. My strengths – personal statement 10. What type of learner are you? And how to revise. 	<ul style="list-style-type: none"> 5. Malala – Conflict 6. Interest rates 7. Wage slips 8. Post 16 options revisited
11	<p>Healthy and Safe Lifestyle:</p> <ul style="list-style-type: none"> 1. Playing your part at Granville (Linked to P.R.I.D.E) 2. Domestic Violence 3. Understanding loss and change 4. Divorce and relationship breakdown 5. Bereavement 6. Managing emotions 7. Work/life balance 	<p>Careers:</p> <ul style="list-style-type: none"> 1. Budgeting and saving - Debt 2. Post 16 finance 3. Interview techniques 4. CV 5. CV development 6. Communication and negotiating skills 7. Unemployment 	Exam preparation
Deep Learning Days	Prison me no way (Year 9) – Road Safety Sex and Relationships	Work experience Prison me no way (Year 9)	Interview day (April)

