

## **TREGONWELL ACADEMY SEXUAL HEALTH EDUCATION POLICY**

**Adopted by AAC:            Date: May 2016**

High Expectations, Support, Challenge  
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## 1. Introduction to Tregonwell Sexual Health Education Policy

Sexual Health education is provided within the Academy to prepare and support our young people through the transition from adolescence to adulthood. Education in this subject starts in Key Stage 3 and continues throughout the pupil's time within the school environment. The Academy promotes an understanding of the importance of a moral framework in which stable relationships can develop and supports the positive attitude of respect for both ourselves and for others through its entire programme on this topic. All staff within the Academy seek to provide pupils with the knowledge, skills and understanding that they need to make confident, informed and healthy decisions about their lives. Our pupils are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils.

## 2. Objectives of Tregonwell's Sexual Health Education Policy

The objectives of the Sexual Health Education Policy are to:

- To provide information about sexual matters in an open and frank ways being sensitive to the needs of individuals
  - Develop students personal and social skills
  - Help pupils to adopt healthy and positive lifestyles
  - Develop students understanding of sex, health and relationships
  - Increase awareness of sexual identity and develop ideas of non-stereotyped gender roles
  - Help pupils understand that they have rights and should have control over who touches their bodies and also to increase communicative skills about such matters Including education regarding female genital mutilation
  - Provide young people with information about different types of contraception, safer sex, and how to access local sources of advice and information
  - Promote an understanding of the consequences of our actions in relation to sexual activity and parenthood
  - Develop skills and promote responsible attitudes for future parents/ carers
  - To give pupils the opportunity to explore ideas about family, marriage, parenting and the ways in which people care for each other and the benefits of a stable relationship
  - To raise awareness of pupils to the dangers of child sexual exploitation and increase resilience to all potential abusive relationships

## 3. Definition of Sexual Health Education

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, 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.

We acknowledge the role of parents/carers in educating pupils. Both school and home must work together in a supportive and complementary capacity so that all pupils are fully educated as appropriate in sexual health and relationship matters. At Tregonwell Academy we offer a sex and relationship education programme that is developmental, suitable to the age of the pupil and is in an environment where pupils feel confident that their questions will be answered sensitively. We understand the need for all pupils to consider relationships and responsibilities and we encourage pupils to have due regard to moral considerations to family life. Sensitive issues such as AIDS, contraception, sexually transmitted diseases and coping with social pressures which might lead to irresponsible sexual behaviour will be addressed at a suitable level

to individuals' understanding and maturity. Work will be undertaken to help pupils protect themselves from abuse, including child sexual exploitation, female genital mutilation and exposure to harm through misuse of technology and social media

There are three main elements of Sexual Health and Relationship education:

- **Attitudes and values;**
  - Learning the importance of values, individual conscience, moral considerations; the value of family life, marriage, stable and loving relationships for the nurture of children;
  - Learning the value of respect, love and care; exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.
- **Personal and social skills; learning to manage emotions and relationships confidently and sensitively;**
  - Developing self-respect and empathy for others
  - Developing an appreciation of the consequences of made
  - Managing conflict; and learning how to recognise and avoid
  - exploitation and abuse
- **Knowledge and understanding;**
  - Learning and understanding physical development at appropriate stages
    - Understanding human sexuality, reproduction, sexual health,
    - emotions and relationships
    - Learning about contraception and the range of local and national sexual health advice, contraception and support services
    - learning the reasons for delaying sexual activity, the benefits to be gained from such delay; and the avoidance of unplanned pregnancy

#### **4. Sexual Health education Guidelines**

Sex Health education at Tregonwell Academy is delivered through PSHE lessons, a combination of planned curriculum opportunities, whole school approaches and through drop in sessions with the Junction Sexual Health Team. All parents have the right to withdraw their child from any aspect of the Sex education and relationships lessons. In such cases a letter should be sent to Associate Principal at the Academy (Section 5 of the Education Act 1996).

#### **5. Structure and methods of delivery of Sexual Health education within Tregonwell Academy**

At Tregonwell Academy sexual health education is taught throughout the school using an age appropriate spiral curriculum. This programme gradually expands and enriches key concepts, increases knowledge and deepens pupils' understanding, enabling topics to be revisited and broadened throughout the pupils' time at Petersfield Campus. Personal hygiene and visits from the school nurse form part of this education package. Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning quality assure their materials and methodology and ensure that the pupils

benefit from the experience. Within the programme there is learning both before the visit and as a follow-up to the visit.

## **6. Sexual Health Education Development Links**

Sexual Health education is an important part of the pupil's development and the link with parents and home is very important. Parents are kept informed of their children's programmes and progress through, annual Reviews, interim Reviews and Academic Review days. Sexual Health education is linked to PSHE and Religious Education, where the pupils' social, moral and spiritual welfare is explored. Reproduction is also covered in part of the science curriculum at both Key Stage 3 and Key Stage 4.

## **7. Links to other policies**

Other policies within the Academy also contribute to the sexual health education and development of pupils including the following:

- ***Personal, Social & Health education Policy***
- ***Safeguarding Policy***
- ***Confidentiality Policy***
- ***Anti-Bullying Policy***

## **8. Assessment, recording and reporting**

As with any learning, the assessment of young people's sexual health education is important as it provides information that indicates their progress and achievement and informs the development of the programme. Young people have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem and helps them to advance towards life outside of the school environment.

## **9. Confidentiality**

Due to the nature of the topics covered in the sexual health education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to all learners.

## **10. Complaints Procedures**

The academy will make every effort to respond to any complaints made by parents. Beyond this the AAC have an appeals procedure which will view complaints independently.

## **11. Procedures for Supporting any Member of the School Community Infected or affected by HIV**

If this information is disclosed to the Associate Principal then it is to be treated as confidential unless parents/carers request that is shared with key members of staff. The academy's Health & Safety Policy and First Aid Procedures are designed to keep staff and pupils safe from all infections.

## **12. Working with Parents**

This policy is available for all parents/carers to view and they are encouraged to discuss any issues of concern with the PHSE co-ordinator. Parents are welcome to view materials or videos. Comments from parents are welcome and will be noted to be included in the review of this policy.

## **13. Dealing with Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The academy believes that individual

teachers must use their skill and discretion in this area and refer to Safeguarding Lead if they are concerned.

#### 14. Monitoring and evaluation of the PHSE provision

The Lead PSHE teacher will monitor the planning, teaching and learning of Sexual Health education regularly. Planning will be monitored termly and observations of teaching will take place by the Associate Principal and Vice Principals in accordance with the school's monitoring cycle. Feedback will be given to teachers so that they can develop and grow in their professional roles. The scheme of work for this policy and for the PHSE policy will be reviewed at least every 2 years but may be reviewed earlier if the need arises.

Key:-

AIDS – Acquired Immune Deficiency Syndrome

HIV – Human Immune Deficiency Virus

PSHE – Physical, Social, Health, Education

AAC – Academy Advisory Committee

SRE – Sex and Relationship Education

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