



Sex and Healthy Relationships Education

Date	Review Date	Coordinator	Nominated Governor
12 th April 2018	August 2019	Annette Turner	Kay Ager

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 2011
- Equality Act 2010

The following documentation is also related to this policy:

- Statutory Guidance on Sex and Relationship Education (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe sex and healthy relationships education is best defined as ‘....learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’. (Sex Education and Relationship Education Guidance)

In this school sex and healthy relationships is part of the personal, social and health education curriculum; generally taught (but not limited to) within the Prince’s Trust Diploma curriculum. Through sex and healthy relationships we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about sex and healthy relationships.

We wish to create an ethos that is based on the United Nations Convention on the Rights of the Child that promotes a rights respecting approach across the curriculum that teaches

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children to know about their rights and to have positive attitudes to respecting the rights of others.

We place a high priority on sex and healthy relationships education and to prepare pupils to live in a diverse society that accepts gender equality as the norm. They need to be taught about the harm of domestic abuse, violence against women and sexual violence.

We wish to work closely with the students to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers differences by region, attainment and economic disadvantage, exclusions and abuse, and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child
- To teach sexuality within a moral framework emphasising stable relationships and family life
- To help children understand that they have rights over their bodies
- To help pupils recognise peer social pressure and boost self esteem
- To promote healthy relationships in conjunction with a healthy lifestyle

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- To ensure compliance with all relevant legislation connected to this policy
- To work with other schools and the local authority to share good practice in order to improve this policy

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be lead the development work with regards to Sex and relationship education;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to inform parents/carers of the policy;
- a duty to inform parents/carers of their right of withdrawing their child from all or part of the school's sex and healthy relationships programme if they so wish
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- made effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- implement the policy;

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- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy;
- create an ethos that is based on the United Nations Convention on the Rights of the Child where pupils understand the importance of equality and respect the rights of others;
- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others;
- place a high priority on sex and healthy relationships education;
- ensure pupils know about the harm of domestic abuse, violence against women and sexual violence.
- use workshops to promote the school ethos;
- encourage pupils to form and to express their views;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment through marking scrutiny
 - speaking with pupils, school personnel, parents/carers and governors
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

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- comply with all aspects of this policy;
- use a variety of teaching methods and resources to deliver the sex and healthy relationships programme;
- endeavour to answer pupils' questions about matters relating to sexual issues honestly and in a way that is appropriate to the pupil's individual developmental needs;
- teach pupils about gender equality;
- encourage pupils to form and to express their views;
- implement the school's equalities policy and schemes;

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by school staff;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys.

Role of Parents

All parents/carers must:

- acknowledge that they have a primary role in their child's sex and healthy relationships programme;
- be fully aware of the school's sex and healthy relationships policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their right of withdrawing their child from all or part of the sex and healthy relationships programme that we teach in this school;
- take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Role of the Local Health Authority

The school nurse provides advice and support with our sex and healthy relationships programme.

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Sex Education Programme

We carry out the main sex and healthy relationships teaching in our Prince's Trust Diploma curriculum and Community Project work.

We also teach some sex education through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Organisation of the Sex and Healthy Relationships Programme

The organisation and management of our sex and healthy relationships programme is undertaken by:

- The leadership team
- Teaching staff
- Governors

The delivery of this programme will be flexible and it will be delivered through:

- topics;
- planned aspects of Prince's Trust Diploma Curriculum and Community Project;
- class discussions and debates,
- assemblies/workshops, plays;
- the occasional visit from the school nurse.

Confidentiality

The school staff will endeavor to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook
- the school website
- meetings with parents/carers such as introductory meetings, teacher consultations and school events
- meetings with school personnel
- communications with home



- Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Teaching and Learning
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Curriculum
- Teaching and Learning



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See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Annette Turner	Date:	12 th April 2018
Chair of Governing Body:	Jerry Glazier	Date:	23 rd May 2018