



NORTH LIVERPOOL ACADEMY

SEX AND RELATIONSHIPS EDUCATION

Objectives

The aim of Sex and Relationships Education 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 Sex and Relationships Education programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

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1. Background information to the school

The Academy is larger than most secondary schools and in 2009 it moved to a new purpose-built site. The majority of students are known to be eligible for free Academy meals. More boys than girls attend the academy and the proportion of students identified as having special educational needs and those with disabilities is significantly above average, but the proportion of students with a statement of special educational needs is below average. Nearly a quarter of students are from minority-ethnic groups, very few students are at an early stage of learning English as an additional language. The academy has Healthy Academy status and numerous awards including the Becta Mark, Customer Service Excellence Mark (Charter Mark), Gold kite mark, Inclusion Mark, International Schools Award. Since the previous inspection, the number of students in both the main Academy and in the sixth form has risen by a quarter.

i. Ethos of School

'A place for everyone to enjoy and achieve'

We strive to be exceptional in all that we do at the North Liverpool Academy, every one of us has untapped potential. We encourage and support each other to unleash it to bring out the best in everyone. To realise our vision of being exceptional we develop core values like a stick of rock or a strong backbone running through us. We recognise we are strong but together we are stronger. We celebrate the diverse nature of our community and work in harmony to achieve our vision. We pride ourselves in being a Academy that is happy and driven by our core values. Every student is treated as a confident learner. We have an inclusive curriculum with strong partnerships locally nationally and internationally .North Liverpool Academy is at the heart of its community and is committed to delivering exemplary teaching and learning experiences.

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Sex and Relationships Education 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, care, and family life.

i. Links to other policies

Drugs Education, Child Protection / Safeguarding, Confidentiality, RE, Equal Opportunities, Behaviour Management, Science

In order to achieve the above, we aim to guide our students in the following:

ii. Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

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iii. **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- the ability to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

iv. **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, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

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Topics will be repeated in a developmental programme to enable children to build upon prior learning.

- Curriculum content supports the learning outcomes set out in schemes of work. The schemes of work ensure that content and learning outcomes are developmental. Special consideration is given to preparation for transition from one key stage to another.

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Organisation and Content of Sex and Relationship Education

i. I-lead SEX AND RELATIONSHIPS EDUCATION Programme Overview

The Sex and Relationship Education Programme is delivered through the ilead programme, Which brings together our enterprise ethos, personal health social education (PHSE), spiritual, moral, social and cultural (SMSC), social and emotional aspects of learning (SEAL) and careers information and guidance (CG) into one programme to prepare students to graduate from North Liverpool Academy as young independent adults secure in their place in the world, knowing themselves and their ambitions for the future and how to achieve them.

The programme is delivered through multiple channels including, formal subject based curriculum, house ethos, assembly programme, rewards programme, form time, enrichment drop down days, external trips and enrichment after school.

Through this approach The Sex and Relationships Education programme make links with other topics such as emotional health, self-esteem and body image, and the association between alcohol and sexual behaviour and Cross-curricular links with subjects such as Science , Physical Education, and 'themed topics' help provide a context for SRE. Children and young people also want Sex and Relationships Education to relate to real life. An example of this is Key stage 3 Programme – Themed Term 2 Africa-Aids. The ilead form programme is delivered by the dual tutor arrangement, although visiting specialist will be used where appropriate. The programme consists of:

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ii. **Experience**

The experience programme gives the opportunity for students to acquire the knowledge, understanding and skills and also helps them to Contextualize and apply the knowledge and understanding they learn practical, real-life situations while helping them to feel safe and secure.

iii. **P4C experience** sessions comprise of a structured debate to discuss provocative and controversial topics which are relevant to the students at each key stage. This is designed to allow students contact with issues that they may not normally encounter and may not learn about through friends, family or the media. One aim of P4C is to close the gap between student's knowledge of particular issues to allow them to engage in conversations freely about a wide range of topics in the future. Secondly, P4C aims to develop the 4 C's in students; caring, creative, collaborative and critical thinking to support the principle of life-long learning.

v. **Stick of Rock** is a programme that allows students to learn life skills in a collaborative setting. This encourages positive behaviour and allows students to consider various aspects of emotional intelligence. The aim is that by discussing various relevant topics we can encourage students to explore their own understanding of emotions. The root of it all is we want students to have great core values such as respect, honesty and kindness. We want them to realise that we are all unique and all have something special about us and to allow students to discover and celebrate their own diversity.

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The sessions comprise of interactive games, quizzes and activities designed to support 'life-long learning' in students. The programme at key stage 4/5 will establish the skills, behaviours and beliefs that our students currently possess, and develop those that may be necessary for progression. The aim is that students will be made aware of the skills and attitudes they need to be successful.

2. Teaching Strategies

- Wherever possible students take an active role in their learning. A variety of methods are used:
 - Discussions and debates [SEAL/P4c]
 - Group workshops internal/external agencies [Enrichment]
 - Role play Games [P4C/Stick of Rock]
 - Research
 - ICT (websites controlled by teachers)
 - Personal reflective writing [Experience and Stick of Rock]
 - DVDs/digital media
 - Outside speakers (e.g. Academy nurses; Accident and emergency Doctors/ teenage Brook)

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Any Sex and Relationships Education lesson may consider questions or issues that some Students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Content

Key Stage 3:

Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, HIV/AIDS, safer sex, support organizations, sex and the law, life stages.

Key Stage 4:

Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV/AIDS, sexual lifestyle, support organizations, prejudice and stereotyping, different faiths and cultures

Key Stage 5:

The content of the Key stage 5 programme reflects and reinforces the above topics covered at KS3 KS4 Syllabus

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Who Coordinates SRE?

The Sex and Relationship Education courses have been written and are led by Curricular Leader Head the I-Lead Team –Head of Curriculum [Ruth Babb]

3. Continuous Professional Development

Appropriate support and external training is available to those leading the development of Sex and Relationship Education courses, as is time for meetings and networking with other organisations and schools.

Healthy schools provide training to all tutors on aspects of the law and confidentiality.

Tutors receive detailed lessons plans for each individual lesson. It is the responsibility the ilead team to ensure that tutors are appropriately prepared and supported. This happens during training days, year team meetings, curriculum meetings and INSET.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the year team or from the Trained Sex and Relationships Education co-ordinators who will help with delivery of lessons if required.

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4. Use of External Support

Academy Nurse, Bitesize / The Brook, So to Speak [Young person's sexual health outreach team], Liverpool Health Schools. Liverpool University Doctors

The Brook Outreach clinic is based at North Liverpool Academy –it has now been established since 2010 to provide advice, support and clinical services to young people under 25 in a familiar environment. Students are able to actively seek advice and education about puberty, self- esteem, sexuality, contraception and sexual health within a more comfortable and familiar setting.

Brook Liverpool also offers a nurse-led, confidential sexual health service for young people, which includes pregnancy testing, condoms, contraception, including emergency contraception, STI screening and treatment, termination referrals, counselling, information, advice, and support.

5. The Academy, Parents and Community links

Young people involved in design and development of our Sex and Relationships Education Programme.

Our Sex and relationships Education programme is based on the actual needs of children and young people so that it is relevant to their lives. Children and young people are consulted regularly through focus groups, questionnaires, discussion in class and the Academy council.

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6. Partnership with parents and carers

The Academy will hold a parents drop in service through the year with parents of a specific year group to inform and consult with parents on the delivery of Sex and Relationships Education in school.

There are also opportunities to attend an informal meeting throughout the course of the year on Review days and informal drop in sessions in the evening. This allows us to reflect the shared responsibility of the Academy and the wider community to shape the attitudes and behaviour of young people.

7. Language

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

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8. Informing parents of the right to withdraw

Parents have the right to withdraw their children from all or part of the Sex and Relationships Education provided as Academy except for those parts included in the statutory National Curriculum. Parents wishing to exercise this right are invited to contact Anne Collins/ House Manager who will explore the concerns and the possibilities of adjusting the programme or approach. They will discuss the possible impact that withdrawal may have on the pupil and they will talk with the parents about the student's possible negative experiences or feelings that may result from exclusion and ways which these can be minimised. Once a student has been withdrawn they cannot participate in Sex and Relationships Education until the request of withdrawal has been removed.

9. Disclosure or suspicion of possible abuse

The Academy has a Child Protection / Safeguarding policy and procedure for dealing with allegations or disclosures of child sexual abuse based on LA guidelines, recommendations and training. This policy is available on request,

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10. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Pupils with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

11. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Principal of any disclosure unless the Principal has specifically requested them to do so.

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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 encouraged, 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 teacher responsible for Child Protection under the Academy's procedures. The young person will be directed towards a Health Professional or House Manager who may offer 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.

Health professionals in Academy are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

12. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Curriculum Leader and VP (Inclusion) to organise the monitoring of Sex and Relationship Education.

They ensure that: Courses, staffing, timetabling and resources are all in place. Relevant students policies are reviewed annually and amended as a result of feedback and reflect current practice students and staff are consulted about the relevance of the programme The courses are reviewed regularly Sex and Relationships Education lessons are observed and feedback given Staff records and samples of pupils' work are examined

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13. HIV/AIDS, Contraception, Abortion and Sexuality

As part of the Sex and Relationships Education programme issues of HIV/AIDS, contraception, abortion and sexuality are addressed. Facts are presented in an objective and balanced manner, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

The named member of staff responsible for the management and coordination of the Sex and Relationships policy is Ruth Babb

The named Governor with responsibility for Sex and Relationships Education is Gemma Perischine

The policy will be reviewed on: Annual Review September 2016

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