



Birmingham Ormiston Academy  
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# **BOA**

## **Sex and Relationship Education Policy**

**Date of issue: September 2018**

**Date of Review: September 2019**

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### **Purpose**

It is our belief that our students should be able to make informed choices about their actions, realising what the consequences will be both for themselves and for others. As part of sex and relationship education at BOA we will encourage students to appreciate the value of loving relationships, stable family life, marriage and the responsibilities of parenthood whilst recognising that some children come from backgrounds that may not reflect such values or experiences.

Our Sex and Relationship education is reflective of the framework for PSHE, taught through both our academic and pastoral curriculum which are both at the heart of our policy to raise standards and expectations for all students. It is taught through learning to learn lessons for key stage four and through bespoke sessions for post 16. Themes surrounding sex and relationships are also explored during tutor time. In this way, we can ensure that all students receive their sex education in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences of adult life.

Our programme builds on the statutory requirements from maintained schools for key stage three and is part of a process which deals with self-esteem, and respect both for oneself and for others. We make clear links between our students' responsibility for themselves and their responsibility as part of the community.

### **Aims and Objectives**

We aim to develop students' skills in informed decision making on sexual matters, to enable them to discuss sexual matters openly, honestly and without embarrassment.

We aim to give the students the information, attitudes and skills they will need as they mature in a challenging world. As the principal purpose of the policy is to meet the needs of the students we are aware of the need to deal sensitively with students who may be less or more aware than the majority of the year group.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development and to help young people learn to respect themselves and others and move with confidence through adolescence into adulthood.

In particular, we aim to equip students with a clear knowledge of the facts regarding sexual health and understanding of their own emotions. We aim to alleviate possible fears by demystifying the subject and dispelling myths. We will introduce the concept of "safer sex" with regard to unwanted pregnancies and the spread of sexually transmitted infections.

### **Outcomes for students are to**

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; be aware of their sexuality and understand human sexuality.
- Understand the arguments for delaying sexual activity; understand the reasons for having protected sex; understand the consequences of their actions and behave responsibly within sexual and personal relationships.
- Have the confidence and self-esteem to value themselves and others and develop skills to judge what kind of relationships they want.
- Be aware of prejudices around sex and relationships and develop knowledge, respect and tolerance in line with British values.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV.
- Avoid being exploited or exploiting others.
- Avoid being pressured into unwanted or unprotected sex.
- Know how to access confidential sexual health advice, support and if necessary treatment and know how the law applies to sexual relationships

### **The Content of Sex and Relationships Education**

Sex and relationships education is lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It has three main elements:

#### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, family based relationships/marriage, and 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.

- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made, managing conflict and learning how to recognise and avoid exploitation and abuse.

#### Knowledge and understanding

- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national advice and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.

#### **Science curriculum**

Key stage 4:

Year 10:

Sexually Transmitted Diseases

Year 11:

Sexual and asexual reproduction

#### **Monitoring, Evaluation and Review**

Inappropriate images should not be used nor should explicit material not directly related to explanation. We will ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned.

Resources and support will be sought from external agencies as needed

Delivery of material linked to sex and relationship education will be collaboratively planned where possible, or produced by external agencies.

Monitoring of sessions for both key stages will be undertaken by the Assistant Principal for Pastoral and the Assistant Principal for Learning and personal development. Heads of house will directly monitor tutor time delivery, overseen by the Assistant Principals.

The programme will be reviewed annually by the Assistant Principal for Learning and Personal Development; with input from the Assistant Principal for Pastoral to ensure the programme delivered meets the needs of our current students.