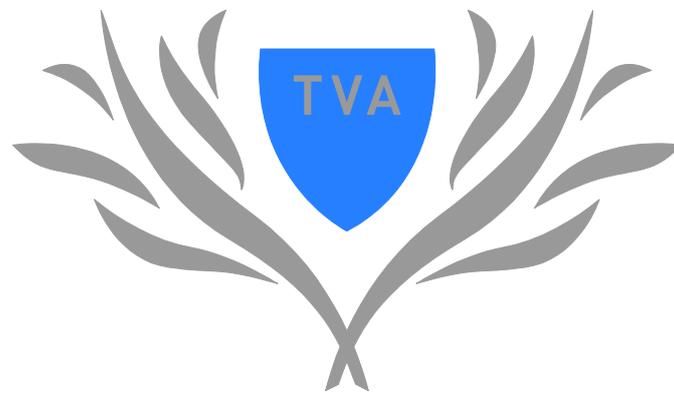


# TOP VALLEY ACADEMY



Top Valley Academy

## **Sex and Relationships Education Policy**

Approved by Governing Body 23 June 2015

## **Introduction**

This policy covers our school's approach to Sex and Relationship Education (SRE). It was produced by the senior leadership team, with regards to the Secretary of State's statutory guidance and in consultation with the teachers, pupils and the local governing body in order to reflect the values and needs of the community as well as the school.

It is available to be viewed by the school community on our website. Physical copies are also available from the school reception.

This policy will be reviewed annually. This should involve consultation of all those involved (students, parents, teachers, governors, health professionals etc.) to ensure SRE continues to meet the needs and address the issues that our pupils are facing.

This policy may be used by:

- Teachers, to guide their lesson planning and put boundaries around the issues they can explore with pupils, and the range of ways that these can be explored ( for example, see confidentiality / sensitive Issues)
- Parents, who may wish to see the SRE curriculum content, approach and the values we are promoting
- Health professionals, visiting speakers and so on, who should operate within the school's policy guidelines

## **Legislative requirements**

Although there is no requirement for academies to have an SRE policy, TVA values the importance of a full and comprehensive education in sex and relationships, in order to allow our children to make safe and informed decisions as well as ensuring that we adhere to our legislative requirements under the Academies Act 2010 to provide a balanced and broadly based curriculum which:

- promotes their spiritual, moral, cultural, mental, and physical development, and
- and prepares them for the opportunities, responsibilities and experiences of later life;

And under the 2006 Education and Inspection Act to ensure Governing Bodies "promote the wellbeing of pupils at the school".

Additionally, our SRE policy and teaching of SRE takes into consideration the governing body's wider responsibilities under the Equalities Act 2010 to ensure that the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children.

This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs.

(See also Diversity and Inclusion, and Withdrawal).

## **Agreed Approach**

Our agreed approach will be to provide SRE that is age appropriate and pertinent to the issues that affect our pupils and will allow them to make safe and informed decisions about sex and relationships through our PSHE, RE and Citizenship curriculum in addition to calendared learning opportunities by outside providers.

## **Aims, Values and Intended Outcomes**

The school's overarching aims and objectives for SRE for our pupils are to ensure the present and future wellbeing of our pupils and to meet their learning needs.

This is in line with legislative requirements to ensure all of our pupils receive a balanced and broadly based curriculum which promotes their spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities and experiences of later life. (See Legislative requirements below.)

In addition to this, SRE should uphold our core values of Pride, Opportunity, Respect and Belief and actively promote fundamental British values whilst ensuring our children are fully informed about both their rights and responsibilities to themselves and each other, and are equipped with the skills and information to allow them make safe and informed decisions.

## **Content: range of issues covered**

The school defines SRE as the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives; and a programme of learning that will contribute to protecting children and young people by addressing specific national and local health priorities.

Learning about sexuality and relationships is a lifelong process and Top Valley Academy recognises that parents and carers are the key figures in helping their children cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity bring. The Academy offer units of Sex & Relationship Education (SRE) as an integral part of a broad and balanced PSHE programme and within the Science National Curriculum. SRE is delivered in a balanced and sensitive manner, within a moral and caring framework. This is intended to complement and support the role of parents.

The PSHE programme will help pupils develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and Academy life in helping pupils deal with difficult moral and social questions. SRE is designed to enable our pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Science as a core National Curriculum subject has statutory units on human reproduction and the physical changes, which take place during adolescence.

We consider that it includes:

- Family and friendship
- Puberty
- Reproduction and conception
- HIV, Aids and other sexually transmitted infections
- Sexual Health
- Contraception
- Online safety
- Pornography
- Sexual Consent
- Peer / society pressure for sex
- Respectful relationships
- Gender equality
- Same sex relationships
- LGBT and homophobic bullying
- Teasing, bullying, discrimination and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.
- Abortion
- Teenage pregnancy
- Parenting
- Abuse: sexual, physical, verbal, domestic violence
- Clear, impartial scientific information
- Information and understanding about the rights, the law and legislation
- Providing and exploring a range of viewpoints within the framework of our values
- Exploring, considering and reflecting on personal viewpoints
- Active promotion of the core values and skills that students will need in order to stay safe, make informed decisions and be fully equipped for life in modern Britain.
- (Also see PSHE Program of study)
- In line with the statutory Citizenship specification, Sex and Relationships Education is set within the context of lasting serious relationships and the importance of family life which most pupils will interpret as consisting of a mother and a father, but recognising that many of our pupils are from other sorts of families.

### **Objectives**

SRE at Top Valley Academy is intended to help and support our pupils through their physical, emotional and moral development. SRE is an important part of children's preparation for adult life. In common with all other aspects of education, SRE will be provided to ensure equality of opportunity in relation to:

- access for all to an appropriate programme; and
- the provision offered in terms of learning, environment, content, methodology, learning support, where relevant, and pastoral/welfare structures and procedures.

SRE offers a valuable vehicle for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that can demonstrate recognition, acceptance and respect of difference.

## **What is sex & relationship education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life (both within and outside of marriage), respect 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 considered inappropriate teaching. However, SRE should cater for all pupils and be sensitive to the fact that some pupils may be sexually active, and respectful of how pupils identify themselves, with regards gender identity, sexual orientation and so on.

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 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**

- 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.

The process of SRE is a combination of the sharing of information and the exploration of ideas and attitudes. Specific objectives of lessons, at appropriate stages, will include the following:

- To respond sensitively to the pupil's age, maturity and stage of development.
- To discover what pupils know, understand, think and feel and to identify their needs.
- To provide accurate, factual information to correct false assumptions, myths and folklore.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary and by encouraging positive attitudes to bodily functions.
- To provide reassurance that change is part of the life cycle and to give help in adjusting to these changes.

- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- To help pupils recognise the role of intimacy and sexual activity in a loving, caring relationship.
- To help pupils recognise the differences in the nature of male and female sexuality.
- To help pupils to appreciate the value of family life, the implications of parenthood and the needs of the very young.
- To help pupils to understand and respect the varied cultural and religious influences on individual sexuality;
- To develop the pupils' skills in personal relationships, for example, communication, respect, assertiveness.
- To develop the pupils' skills in decision making.
- To help young people to affirm their right to be able to resist unwanted touch or advances and to communicate about such matters.
- To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities.
- To be able to discuss issues such as sexual harassment and the effects on individuals.
- To develop pupils' understanding of the risks and responsibilities of sexual behaviour and to provide them with the information and skills to keep themselves safe.
- To provide awareness of sources of help and encourage pupils to seek advice on individual issues.

### **Morality and Values**

Morals and values are essential dimensions of sexuality and relationships. Indeed there is a moral dimension to every aspect of human life.

Caring adults, whether parents, governors or teachers are naturally concerned about the moral values of the young. How, then, do we best influence the morality of the next generation?

- By example, not by exhortation.
- By reasoned discussion and values clarification, not by instruction.

We cannot force or oblige people to 'be good'. People develop their own morality; they test their core values and beliefs against their experience. By this, they develop, own and implement their personal moral code.

Top Valley Academy will have a positive ethos where value and respect for the individual, the development of self-esteem and the validation of cultural and religious diversity are paramount. As such, the delivery of SRE will be set within this context where pupils are encouraged to make responsible and reasoned judgements and show concern for how their actions may affect others. This broad and balanced programme for SRE will respect individual differences – inspired by cultural, religious and familial background – and it will seek to promote those values which are common to all faiths and societies with a respect for human life and dignity.

## The teaching of sex education – methodology and approaches

Teachers delivering sex education should aim to present facts in an objective, balanced and sensitive manner. They should provide pupils with opportunities to explore values, make judgements and be better prepared to make informed and principled choices. All sex and relationship education should be set within a clear framework based upon the PSHE and Citizenship guidelines. Pupils must also be made aware of the law on sexual behaviour.

Young people should be encouraged to appreciate the value of a stable family life, marriage/stable long term partnerships and the responsibilities of parenthood. They should be helped to consider the importance of self-restraint, respect for themselves and others, acceptance of responsibility, loyalty and fidelity. They should be able to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must have responsibility in sexual matters.

This can only be achieved via reasoned discussion and the provision of accurate information. It cannot be done by instruction alone. Young people need to be warned of the risks of sexual behaviour, but emphasis should not solely be on the negative aspects of sexual activity. This can be counter-productive. Pupils should not be forced to follow a defined moral code. Our job is to promote the spiritual, moral, social, cultural, mental and physical development of pupils within our Academy and help to prepare our pupils for the opportunities, responsibilities and experiences of their adult life.

The PSHE Curriculum is based on a spiral model in which key aspects, such as SRE, are revisited at different stages. This offers progression, increasing in depth of concept and content as the pupils mature physically, intellectually, emotionally and socially.

PSHE lessons should provide a supportive climate for discussion. 'Ground Rules' are set for discussion and the groups are encouraged to demonstrate trust, care and compassion. They are required to listen to the opinions of others, respect confidentiality, privacy and the 'right to pass' without embarrassment.

### **Setting ground rules**

A set of ground rules at the beginning of each lesson will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. It can be beneficial for a class to work out the set of ground rules together. Possible ground rules might include:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used; and
- Meanings of words will be explained in a factual way.

### **Dealing with questions**

Teachers will need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances of unexpected questions or comments from pupils. The following points offer

further guidance on dealing with pupils' questions.

- If the question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a counsellor, Academy nurse, helpline or an outside agency or service.
- If the teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the Academy's Child Protection Procedures.

Pupils will be encouraged to be involved in their own learning and clear guidelines will operate regarding language usage and gender and sexual stereotyping.

A range of teaching and learning strategies will be used when dealing with issues that can be difficult to discuss in a large group or for working with pupils who find SRE embarrassing.

- Care with group dynamics
- Use of pairs and small groups
- Use of the anonymous 'question box technique'
- Distancing techniques, such as case studies, role plays etc.

Pupils will be encouraged to evaluate how well the lessons are going and what changes may need to be made.

Top Valley Academy has pupils from diverse cultural and religious backgrounds. As such, we aim to promote a familiarity with the beliefs and value systems that these different religions and cultures have.

### **Advice and individual pupils**

It is important to distinguish between, on the one hand, the Academy's function of providing education generally about SRE on the basis described above and, on the other, counselling and advice to individual pupils on these issues, particularly if this relates to their own sexual behaviour. Teachers delivering sex education have to exercise their discretion and professional judgement about how to deal with issues raised by individual pupils. Teachers should be confident in continuing to take a pastoral interest in the welfare and well-being of pupils but this function should never trespass on the proper exercise of parental rights and responsibilities.

Particular care must be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. DfE guidance states that *"The general rule must be that giving an individual pupil advice on such matters, without parental knowledge or consent, could be an inappropriate exercise of a teacher's professional responsibilities."*

Pupils should be encouraged to seek advice from their parents/carers and their medical practitioner. Where a pupil raises specific personal concerns or raises unduly explicit issues, it may well be inappropriate to deal with these in front of the whole class.

If a teacher has reason to believe that a child is distressed or in danger, they should follow the procedures in the Academy's 'Child Protection Policy' and report their concerns to the designated Child Protection Co-ordinator as soon as is practical. Staff are not in a position to offer pupils total confidentiality in this respect. Teachers should advise pupils that they may have to pass on information that they are given.

Where the circumstances are such as to lead the member of staff to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him/her at moral or physical risk or in breach of the law, the member of staff has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances, the member of staff should inform the designated member of staff, who should arrange for the pupil to be counselled if appropriate and, where the pupil is under age, for the parent to be made aware, preferably by the pupil himself (and in that case, checking that it has been done) or by direct contact by the designated member of staff or Pupil Welfare Service.

Pupils should always be encouraged to discuss the situation with their parents.

### **Sensitive issues**

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles, which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning – from, for example, TV, magazines, newspapers, gossip and jokes in the wider community. Avoiding sensitive or controversial issues does not make them go away and leave children and young people confused, often misinformed and at risk.

All official documentation, including the Ofsted 2002 report on 'Sex & Relationships Education' advises the inclusion of such topics as contraception, abortion, homosexuality and HIV/AIDS within the Sex Education syllabus. The 1992 Government White Paper, *'The Health of the Nation'*, the *June 1999 Report to Parliament on Teenage Pregnancy* and the *DCSF Sex & Relationship (SRE) Guidance 2000* all highlight the role that Academies have to play in the reduction of unwanted pregnancies and the spread of sexually transmitted diseases.

At Top Valley Academy, these issues are presented in a broad and balanced way, free from sensationalism and personal bias. They are sensitively pitched to the level of pupils' needs and maturity. Sensitivity to religious beliefs is appreciated as an important dimension. This must be respected.

### **Menstruation**

Information about menstruation is delivered in Science at Key Stage 3.

## **Puberty**

A sensitive issue, which is dealt with early on in Key Stage 3. Both the physical and emotional aspects of this issue are addressed. At the start of the pupil's introduction to the PSHE Programme the teacher sets ground rules and negotiates a common sexual language, where appropriate, for further group discussions throughout the programme. The aim of this is to foster a respectful approach with regards to the use of sexual language.

## **Contraception**

Teachers may give pupils full information on the different types of contraception, including emergency contraception and their effectiveness without parental consent. With regard to under 16s, for whom sexual intercourse is unlawful, individual advice must not be given to a pupil without parental knowledge or consent. However, information can still be given about contraception as part of an agreed Sex Education Programme. (*Gillick ruling 1986*)

Trained staff can give additional guidance and advice on how to discuss this issue with parents. In addition, trained staff can outline the available specialist interventions, such as advice services, counselling and, if necessary, treatment options such as access to medical practitioners.

There is now more informal knowledge amongst young children about contraception through safer sex publicity i.e. the HIV/AIDS campaigns. Teachers must clarify pupils' understanding in a relevant manner relating to their age group and experience. It is recognised that pupils need to assimilate knowledge and understanding of contraception some time before it is needed. Young people need to learn to talk easily about contraception long before they need to use it.

## **Safer sex, HIV/AIDS and sexually transmitted infections (STIs)**

The teaching of safer sex is an important element in trying to reduce the incidence of HIV/AIDS and Sexually Transmitted Infections (STIs). Pupils need to know STIs are a major cause of ill health, which can result in long term physical and psychological effects. Inaccurate interpretation of both areas can lead to misunderstanding and extreme prejudice. Thus pupils need clarification on the facts and knowledge of HIV/AIDS and STIs. Teachers can do much to counteract the negative effects of informal learning.

Teaching pupils to be assertive in forming and negotiating relationships and enabling pupils to become effective users of contraceptive services, which help prevent STIs and HIV/AIDS, is a positive approach. Pupils of all ages need to know the facts of STIs and the differences between HIV and AIDS. The importance of prevention is recognised by Government inclusion of specific mention of teaching about HIV/AIDS in its regulations for sex education.

*“Whatever the overall policy on sex education adopted by the Academy Trust, particular attention should be given to the forms of sexual and other behaviour which carry a risk of infection with HIV and about the ways in which risks may be avoided or lessened.”*

Pupils are therefore taught about the different types of STIs, modes of transmission and basic hygiene. High risk behaviours with regard to sexual activity are identified. It is stressed that it is high risk sexual behaviour that causes infection, regardless of sexual inclination. Safer sex is taught in Key Stages 3 and 4 with more detailed discussions in Key Stage 4.

### **Abortion**

The debate is often polarised on this emotive issue. Pupils are offered a balanced view with regard to respect for religious beliefs. They have the opportunities to explore dilemmas, which enable them to learn and understand about issues involving and surrounding abortion. It provides the knowledge to distinguish between fact and opinion eg the stage at which human life commences and encourages the development of individual values eg in what circumstances is abortion a positive choice. Overall the task is to reduce the incidence of unwanted pregnancies, by providing information, effective advice on contraception and raising awareness of the right to refuse sex.

### **Sexual abuse**

Increasing public concern about the widespread occurrence and long-term damaging effects of sexual abuse has been expressed in recent years. To ignore it would neglect the needs of children and young people.

For teachers, there are two dimensions:

1. Teaching for prevention i.e. the promotion of self-esteem, the skills of assertiveness (e.g. the ability to say “No”), lack of guilt or embarrassment about sexual matters and skills of self-expression, including appropriate language and understanding.
2. Recognising the various signs of abuse (physical, emotional and social). The class teacher or form tutor may be more likely than others to play a significant part in the early detection of abuse and should refer to the Academy’s Child Protection Policy and report any concerns directly to the safeguarding team as soon as practical.

### **Links with other subjects**

Science: Coverage in the science curriculum will include:

- Basic human biology including the reproductive organs
- Conception
- Contraception

Whilst parents may choose to withdraw their child from SRE, they cannot withdraw children from the biological aspects necessary under the science National Curriculum.

ICT / Computing: As part of SRE it is important that pupils recognise the ways in which they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing, their safety and their personal reputation. Through both discrete SRE sessions and the ICT / Computing curriculum, students will explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

RE / Citizenship: Sex and relationships education has particular relevance to these subjects, where the law of the land may differ from the views of religious or secular groups. These subjects will cover key areas of SRE when covering matters such as abortion, sexual relationships before marriage and same sex relationships.

Teachers and visitors to the school must ensure that whilst cultural sensitivities are respected (for example arranged marriages or the choice not to have relationship before marriage), the school's core values of Pride, Opportunity, Respect and Belief are adhered to, and that fundamental British values (as defined by Ofsted and the DFE) are actively promoted. (See also the school and governing body's responsibilities under legislative requirements below.)

PSHE: While much of the sex and relationships education pupils will receive will take place in discrete SRE or PSHE lessons, it is not limited to these entirely; some of the learning and values promoted by SRE will be relevant to other subjects. A commitment to equality for example, must through the life of the school. If SRE is covered in other subjects, teachers and visitors to the school must operate within the parameters set out by this policy.

Where SRE is covered in other subjects, teachers should operate within the parameters set out by this policy.

### **Diversity, Inclusion and differentiation**

SRE should be sensitive to the diverse range of views that may be held by individuals from a variety of faiths, backgrounds and cultures whilst still ensuring that our core values and fundamental British values are actively promoted and that pupils have access to the learning they need to feel included, stay safe and healthy, and understand their rights as individuals.

It is imperative that SRE caters for all pupils (in line with equality legislation, see above). This means that SRE must be sensitive to the different needs of individual pupils and may need to evolve or adapt over time. (See Legislative Requirements above.) For this reason a range of strategies and approaches may be used, such as single gender groupings. Students will be regularly consulted to ensure that they feel their needs are being met. Where necessary, we will respect pupils' unique starting points by providing learning that matched to their abilities, level of maturity and personal circumstance.

### **Confidentiality**

No one can agree to confidentiality if a child is thought to be at risk. The sensitive nature of SRE means that it is essential that confidentiality should be discussed with pupils so that everyone understands these boundaries. Any visitor to the school is bound by our policy on confidentiality, regardless of whether their organisation has a different policy.

At Top Valley we will ensure that any concerns are dealt with in line with our safeguarding policy. Through SRE we will ensure that students know where to access help both inside and outside of school. We will also ensure that there are appropriate opportunities for pupils to access support after the lesson if this is needed. If we have any reason to believe that a pupil is at risk, we are required to act on this immediately by following procedure as set out in the safe guarding policy. (Please also refer to our separate safeguarding / confidentiality policy.)

### **Withdrawal**

Whilst SRE has in the past been considered a "sensitive" element of the PSHE curriculum, evidence shows that the majority of pupils and parents expect it to be taught with due regard to the age and maturity of the pupils. Having said that, parents and legal guardians do have the right to withdraw their

child from all or part of any SRE provided, except the aspects necessary under the science National Curriculum.

Parents who wish to exercise this right should write to the head teacher, stating that they wish their child to be withdrawn either from all or part of the sex education which falls outside the statutory science National Curriculum. These families will be supported by providing topics, contacts and resources to enable them to undertake this learning at home and ensure that their child receives a broad and balanced curriculum which promotes their spiritual, moral, cultural, mental, and physical development; and prepares them for the opportunities, responsibilities and experiences of later life (in line with the Academies Act 2010 and the 2006 Education and Inspection Act to ensure the governing body promote the wellbeing of pupils at the school).

### **Roles & responsibilities**

**The Academy Trust and the Head**

**teacher** are obliged to ensure that sex education is given in such a manner that pupils will be encouraged to be guided by moral principles and recognise the value of family life.

**The Academy Trust** has specific responsibility for drawing up a written policy for the provision of sex education and ensuring that it is monitored and reviewed regularly.

**The Heads of PSHE/Citizenship** has the overall responsibility for the organisation and management of the SRE component in the PSHE/Citizenship programmes for Key Stages 3 and 4. He/she has responsibility for Schemes of Work, inviting visiting speakers, monitoring materials used for SRE, worksheets, videos and other publications and resources and liaison with Subject Leaders (Science / ICT / RE).

**Health Professionals** who are involved in delivering programmes are expected to work within the Academy's Sex & Relationship Policy and on the instructions of the Head teacher. However, when they are in their professional role, such as an Academy nurse in a consultation with an individual pupil, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). Visiting speakers should complement but never substitute or replace planned provision. It is the Academy departments' and teachers' responsibility to plan the curriculum and lessons.

### **Monitoring and Evaluation**

SRE will be monitored and evaluated in line with the school's monitoring and evaluation policy. As with all areas of the curriculum, lessons that cover SRE will be subject to observation, QA and learning walks to ensure high standards of teaching and learning. Pupil voice will be regularly conducted to ensure that pupils' needs are being met.