



Sex and Relationships Policy (SRE)

Written by	Louise Connolly
Ratified by Trustees	
Date for Review	January 2020
Signed - Chair of Trustees	(Sue Trentini)
Signed - Chief Executive Officer	(Lee Hessey)

***Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better***

Vision

All children make at least good progress; no underperforming cohorts, groups or academies; all academies within the trust strive to be outstanding

Sex and Relationship Education Policy

Context/Introduction

- "All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:
 - Define sex and relationship education;
 - Describe how sex and relationship education is provided and who is responsible for providing it;
 - Say how sex and relationship education is monitored and evaluated;
 - Include information about parents' right to withdrawal; and
 - Be reviewed regularly"

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition SRE will promote self-esteem, emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Our Academy is placed in an area of high domestic violence. Therefore this increases the importance of teaching children about positive and healthy relationships in the familiar and safe environment of school.

Aims and Objectives for Sex and Relationship Education

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled;

- To clarify/reinforce existing knowledge;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To have an awareness of positive and healthy relationships.

The teaching programme for Sex and Relationship Education Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

1. that animals including humans, move, feed, grow, and use their senses and reproduce.
2. to recognise and compare the main external parts of the bodies of humans and reproduce.
3. that humans and animals can reproduce offspring and these grow into adults.
4. to recognise similarities and differences between themselves and others.
5. to treat others with sensitivity.

Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction.
 2. about the main stages of the human life cycle.
- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
 - It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby on years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with trustees, parents and teaching staff.

The organisation of Sex and Relationship Education

Sex and relationship education is delivered through science, RE, PSHE, Citizenship, literacy activities, circle and R time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

- ❖ Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.
- ❖ Unit 1 5-7yrs Differences / How did I get Here? / Growing up.
- ❖ Unit 2 7-9 yrs Changes / How babies are made / How babies are born.
- ❖ Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex.

Specific Issues

• Parental consultation

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

• Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Principal/Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

• Links with other policies

This policy is linked with the following policies:

- ❖ PSHE & Citizenship
- ❖ Equal Opportunities
- ❖ Child Protection
- ❖ Confidentiality
- ❖ Behaviour
- ❖ Anti Bullying

These policies can be found on the school website and staff server.

• Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the Principal, named trustee and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.