

Sex and Relationship Education Policy

This policy has been approved by Directors and the Operations Board

Date Policy Initiated: **September 2016**

Date Policy was renewed: November 2017.....

Date of next renewal: November 2020.....

Throughout the Skills for Life Trust, we believe that all children should receive teaching that supports their development into mature, active citizens. As part of the Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum, Sex and Relationship Education (SRE) builds on the statutory national curriculum for science.

Our teaching ensures that students consider the moral aspects of sex education, and also encourages our students to develop loving and caring relationships. We strive to meet the needs of all children across the spectrum of abilities, regardless of age, gender, social or ethnic background and taking account of their individual talents and special education needs. We will provide, in a safe and welcoming setting Sex and Relationship that is challenging, interesting, informative and relevant. We believe that our teaching should promote our students' spiritual, moral, social, physical and cultural development and also prepare all students for the opportunities, responsibilities and experiences of life.



Greenacre Academy

Sex and relationship education policy

1. Aims

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We also aim to prepare students for an adult life in which they can:

- develop a personal identity, and to be able to value themselves and others
- develop positive social interactions, and the skills to live and work with others
- learn how to be good parents and be able to make informed decisions in relation to their future families

2. Statutory requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

If academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state. At Greenacre Academy we teach SRE as set out in this policy, in accordance to the curriculum guidance for SRE (July 2000) which states that sex and relationship education “should be firmly rooted in the framework for PSHE”. We also keep in mind that during March 2017 the DFE made amendments to the Children and Social Work Bill for effect in September 2019 which will impact the teaching SRE.

3. Definition

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

4. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Whilst other subjects make a contribution to SRE it is important that the programme is comprehensive and coherent, which is discretely delivered in the curriculum. Children's and young people's learning in SRE will fundamentally improve by a positive ethos in the school.

All activities in school contribute to the ethos, and therefore to SRE, such as the work of lunch-time supervisors in the playground and canteen, through assemblies, and extra-curricular activities.

Effective teaching of SRE involves a range of teaching strategies, including group work, form time, debate, discussion, role-play, video, and the use of visitors and outside agencies.

In addition Greenacre Academy believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Aim to educate students about sex and the law to enhance understanding that violation of an individual can lead to prosecution.

Sex and Relationship Education in this school has three main elements:

- **Attitudes and Values**
- **Personal and Social Skills**
- **Knowledge and Understanding**

Greenacre Academy specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS3, and KS4.

Much of the Sex and Relationship Education at Greenacre takes place within PSHE lessons at key stage three. These lessons are given discrete time within the school timetable, students at key stage three are given 50 minute sessions of PSHE per week. PSHE teachers generally deliver the PSHE Curriculum, however where possible they are supported from professionals. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any SRE 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.

Assessment is carried out at the end of the Sex Education unit of work (usually after 6-7 weeks) and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development.

5. Roles and responsibilities

5.1 The Trust Board

The Trust board will approve the SRE policy, and hold the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from elements of SRE (see section 7).

5.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from elements of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Head of School.

5.4 Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

6. Parents' right to withdraw

Parents' have the right to withdraw their children from components of SRE.

Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

At Greenacre Academy we work very closely with parents to ensure any issues or needs are being met. We make sure that this policy, yearly overviews and schedules are readily available on our website so that parents are able to raise any specific concerns or choose to withdraw their children from any specific components of SRE.

Alternative work will be given to pupils who are withdrawn from SRE.

7. Training

More expert or specialist teachers support those PSHE teachers who are uncomfortable or inexperienced with teaching certain aspects of the curriculum. Support is offered from the PSHE co-ordinator (Miss S Andrews) who will help with planning or delivering lessons if required.

The co-ordinator alongside the Head of School, LG and the pastoral team will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

8. Monitoring arrangements

The delivery of SRE is monitored by Miss S Andrews as Head of Department and Mr D Wise as subject line manager through:

Regular learning walks, termly work scrutinises and departmental meetings.

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every 3 years. At every review, the policy will be approved by the trust board.

9. Governors

The governing body has a responsibility to decide the RSE Policy and how visitors are used within the school. These decisions should be made in the light of the school's aims and values.



Chantry Community Academy

Sex and relationship education policy

Rationale

The teaching of RSE (Relationship and Sex Education) needs to be more than the biological teaching of sex. In addition to accurate information, children need to be given the opportunity to discuss and consider relationships, in the context of marriage and the family, recognising other stable relationships, and reflect on difficult moral and social issues, so that they learn to respect themselves and others as they grow up. We deliver a balanced, age-appropriate programme of intervention and support which builds children's self-esteem and achievements, and enables them to take responsible decisions about their lives. It contributes towards our school ethos and values. This policy is available to parents on request and is designed to give an overview of RSE within the school. RSE contributes to our promotion of keeping our pupils healthy and safe.

Aims

The aim of RSE 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.

Objectives

- 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

Planning and delivering the curriculum

RSE is delivered through the Personal, Social and Health Education and Citizenship Curriculum in order that children receive their RSE in the wider context of relationships and are prepared for the opportunities, responsibilities and experiences of adult life. Research demonstrates that pupils learn most effectively about relationships, attitudes and values when given the opportunity to discuss with the teacher, other adults and each other in a structured way. Effective teaching involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, video and the use of visitors and outside agencies.

The objectives for RSE are delivered through the PSHE as follows:

FS

- Have a developing awareness of their own needs and be sensitive to those of others.
- Understand that they can expect others to treat their needs with respect.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Find out about events in their own lives, in those of their families and other people they know.

Year 1

- Learn how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend.
- Know that emotions vary in intensity from mild to very powerful.
- Know that sometimes we have to share people and things.
- Know how we make changes in our lives.
- To extend their understanding of their own and others' healthy lifestyles.

Year 2

- To experience how supportive it feels to belong to and be valued by a group.
- To develop an understanding that our behaviour influences the feelings and behaviour of other people.
- To use knowledge and skills to make informed and responsible personal choices.
- Understand that people have to make hard choices that affect others.

Year 3

- To be introduced to some basic skills of assertiveness.
- Become more responsible for their healthy lifestyle.
- Know that more than one feeling can be experienced at a time.
- To consider some ways in which change is positive, developmental and necessary
- To understand that people make their own choices.
- To develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings.

Year 4

- To be able to resist pressure and influence.

- To know that there are some changes in their bodies.
- Know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it.
- Develop strategies to recognise feelings in others and to help others overcome negative feelings.
- Use problem- solving skills to generate solutions, decide on a course of action, implement it, and review it.

Year 5

- Explore friendship choices.
- To gain knowledge of some of the changes in their bodies as they approach puberty and how to deal with them.
- To be able to assess risks and make appropriate, safe decisions.
- Explore the idea that negative feelings about change do not last forever.
- To learn about every human’s basic rights and the differences between needs, wants and rights.

Year 6

- Know that there are both internal and external body changes during puberty.
- Know that each person is made from an egg from a woman and a sperm from a man.
- Know how it feels to hold a minority opinion, feel confident in standing up for your beliefs.
- To explore the importance of taking responsibility for action and behaviour.
- Develop strategies for managing their feelings.
- Learn a number of strategies for dealing with embarrassment.
- Develop strategies that enable them to manage change more effectively.

Formal RSE lessons

In addition, in Year 5 and 6, separate RSE lessons are delivered in the main by the class teacher or Welfare and Pastoral Team. Details are always provided in advance to parents by letter. Research demonstrates that good RSE does not encourage pupils to engage in sexual activity. Indeed they are more likely to delay such activity. If teachers decide only to respond to questions when they arise this limits parents’ rights to withdraw their child. If parents know that certain topics are to be covered in school this can form a basis for discussion at home. Staff and Governors take into account the views of children when planning the programme for RSE. The School Council (RECIPE Ambassadors) can provide a forum for children’s response. We always welcome feedback from parents.

Lessons on external and internal body changes during puberty and an introduction to human reproduction are given in Year 6. Parents have a right to withdraw their children from these specific lessons only, as other coverage is included in the statutory National Curriculum.

The Year 5 personal hygiene lessons, covering cleanliness, external body changes and menstruation are given to boys and girls separately.

The Year 6 lessons on puberty are given to mixed groups of boys and girls, with the support of a Channel 4 Learning DVD, which parents are invited to view in advance. Following initial input from the DVD, follow up discussions are held with boys and girls separately.

Cross-curricular opportunities

Some subjects such as Science make a clear, focused contribution, whilst the opportunities in other subjects are less obvious:

- Discussion of specific relationships and moral dilemmas through Literacy
- Discussion of cultural traditions through RE
- Wider social issues through Geography and History
- Discussions of feelings and emotions in Art or Music

Inclusion and equal opportunities

Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and wellbeing of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for different groups of pupils within the school:

- Girls and boys
- Minority ethnic and faith groups. Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Gifted and talented pupils
- Children “looked after” by the local authority

We promote the participation and success of these groups of pupils and make sure that they are not disadvantaged in school. We identify pupils who are underachieving or seem disengaged. We actively promote respect and understanding in a diverse society. They will provide appropriate resources and relevant tasks to meet pupils’ needs. Stereotyping in terms of race, gender or sexual preference should be avoided and all religious beliefs and cultural differences should be respected.

Differentiation and SEN

Children have varied life experiences and a range of attitudes and feelings. All contributions should be valued and respected. Whatever their chronological age, children will be at different levels of maturity, and this needs to be taken into account when deciding what to teach and how to approach the issues most effectively. The teacher needs to take into account the maturity of the majority of children in the group. Where there is a significant difference in the maturity of the pupils, it is important to ensure that the teaching points are conveyed in language that is accessible to the children. Teachers may need to use different resources, activities, or provide specific support depending on the needs of their pupils. Where children’s Provision Maps identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils’ different learning styles.

Confidentiality and sensitivity

Children and parents or carers should be aware of the school’s confidentiality policy and how it works in practice. Teachers should reassure pupils that their best interests will be maintained. Pupils are encouraged to talk to their parents or carers and know that teachers cannot offer unconditional confidentiality. They will reassure pupils that if confidentiality has to be broken, the pupil will be informed first and then supported as appropriate. If there is any possibility of abuse, teachers will follow the school’s safeguarding procedures. Pupils will be informed of confidential sources of help, such as the school nurse, GP or young persons advice service. Teachers will make ground rules for lessons explicit. If a disclosure or question is made at an inappropriate time the teacher will arrange to talk to the pupil individually or direct the pupil to an appropriate person such as RSE Coordinator or School Nurse.

Class teachers may ask to be excused from delivery of lessons that are not compatible with their religious or cultural beliefs, in which case the PSHE coordinator will take responsibility for delivery.

The wider community

Visitors such as health professionals are bound by the school's policy on confidentiality when working with a class and by their own professional code of conduct when approached by an individual. The health professional would make the decision on what to do with the information gained, including when to involve parents. In some circumstances, such as Child Protection issues, the health professional may decide to withhold the information from the school if they decide to follow up information through their own professional route. Such visitors can make a valuable contribution and complement the work of the teacher. However the work of the visitor must fit the school's programme for RSE and not replace it. The class teachers, and RSE Coordinator are responsible for planning and delivering the curriculum. A teacher from the school must remain present in the room and remain responsible for behaviour and the quality of learning taking place. All visitors should be made familiar with the school RSE Policy.

Monitoring

The delivery and effectiveness of RSE will be monitored by the PSHE Coordinator as part of the PSHE programme in accordance with the school Monitoring Policy. It is reviewed in line with current LA and Government guidelines.

Parents

Parents and carers are the key people in teaching their children about RSE and helping them cope with the physical and emotional aspects of growing up. They are the main contributors to children's development of values and attitudes. We aim to build on the learning that takes place at home. Some parents find it difficult to talk with their children about sex and relationships and may need support in how to do this. We consult parents regularly and inform them about the timing and content of lessons. Parents have the right to withdraw their child from all or part of the formal RSE provided at the school. This excludes the elements of RSE that are included in the statutory National Curriculum. Where parents choose to withdraw their child, the school will make alternative arrangements.

Staff development

The school has an ongoing programme for professional development. Additional support and Continuing Professional Development (CPD) opportunities for teachers involved in RSE will be made available through existing CPD and training strategies provided by Kent School Effectiveness, Medway Council, 'Healthy Schools' and other agencies.

Links to related school policies:

- PSHE and Citizenship
- Behaviour
- Inclusion
- Anti-Bullying
- Equal Opportunities
- SMSCD (Social, Moral, Spiritual, and Cultural Development)
- Safeguarding
- Health and Safety
- Medicines and pupils/students with medical needs.

Governors

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Warren Wood Primary Academy

Sex and relationship education policy

Rationale

The teaching of RSE (Relationship and Sex Education) needs to be more than the biological teaching of sex. In addition to accurate information, children need to be given the opportunity to discuss and consider relationships, in the context of marriage and the family, recognising other stable relationships, and reflect on difficult moral and social issues, so that they learn to respect themselves and others as they grow up. We deliver a balanced, age-appropriate programme of intervention and support which builds children's self-esteem and achievements, and enables them to take responsible decisions about their lives. It contributes towards our school ethos and values. This policy is available to parents on request and is designed to give an overview of RSE within the school. RSE contributes to our promotion of keeping our pupils healthy and safe.

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Year 1

- Learn how to look and sound friendly, and consider the qualities we look for and need to develop in order to have and be a good friend.
- Know that emotions vary in intensity from mild to very powerful.
- Know that sometimes we have to share people and things.
- Know how we make changes in our lives.
- To extend their understanding of their own and others' healthy lifestyles.

Year 2

- To experience how supportive it feels to belong to and be valued by a group.
- To develop an understanding that our behaviour influences the feelings and behaviour of other people.
- To use knowledge and skills to make informed and responsible personal choices.
- Understand that people have to make hard choices that affect others.

Year 3

- To be introduced to some basic skills of assertiveness.
- Become more responsible for their healthy lifestyle.
- Know that more than one feeling can be experienced at a time.
- To consider some ways in which change is positive, developmental and necessary
- To understand that people make their own choices.
- To develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings.

Year 4

- To be able to resist pressure and influence.
- To know that there are some changes in their bodies.

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Class teachers may ask to be excused from delivery of lessons that are not compatible with their religious or cultural beliefs, in which case the PSHE coordinator will take responsibility for delivery.

The wider community

Visitors such as health professionals are bound by the school's policy on confidentiality when working with a class and by their own professional code of conduct when approached by an individual. The health professional would make the decision on what to do with the information gained, including when to involve parents. In some circumstances, such as Child Protection issues, the health professional may decide to withhold the information from the school if they decide to follow up information through their own professional route. Such visitors can make a valuable contribution and complement the work of the teacher. However the work of the visitor must fit the school's programme for RSE and not replace it. The class teachers and RSE Coordinator are responsible for planning and delivering the curriculum. A teacher from the school must remain present in the room and remain responsible for behaviour and the quality of learning taking place. All visitors should be made familiar with the school RSE Policy.

Monitoring

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