



SEX AND RELATIONSHIPS EDUCATION POLICY

Policy Reference No	CUR004
Review Frequency	Annual
Reviewed	Spring 2019
Next Review Date	Spring 2020
Ratified by Board of Trustees	July 2014

TOGETHER WE EMPOWER EXCELLENCE

Rationale

Sex and Relationship Education (SRE) provides accurate information and combats ignorance, misconceptions, stereotypes and prejudice. It develops mutual respect and care for others. SRE enables children to become aware of a range of views about sex-related issues and to reach their own, informed opinions. It will develop skills relevant to decision making in sexual behaviour and relationships. A good SRE will enhance children's self esteem. It will support them as they move from childhood through adolescence to become independent young people. As such, it prepares children for adult life.

Learning Academy Partnership (South West) aims to:

- keep the welfare of children as the central focus;
- develop sex and relationship education rather than propaganda. Censorship of necessary information and discussion of certain issues, perpetuates stereotypes and prejudice and tries to get people to think and act in narrowly prescribed ways. This will not happen in our academies;
- dispel myths and increase understanding of sex-related issues;
- conduct SRE in a sensitive manner and in a relaxed environment;
- develop skills in communication, risk assessment, decision making, assertiveness, conflict management, seeking help, helping others etc. relevant to sex-related behaviours;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

Implementation

Sex and Relationship Education is considered as part of the Personal, Social Health and Citizenship Education policy of our academies. It will be fully integrated into the curriculum, allowing for the progressive development of skills, concepts and knowledge appropriate to the age and stage of the child. Topics such as, families, relationships, self esteem, hygiene and safety are embedded into the curriculum.

The Early Years Foundation Stage plays an important role in building the foundations for SRE. During the Foundation Stage opportunities are provided that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disability issues. Time is provided to support understanding of the roles that exercise, eating, sleeping and hygiene have in promoting good health.

During the development of PSED, positive images are provided in, for example, books and displays that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, special educational needs and disabilities.

Where there is discrete provision for Sex and Relationship Education, it will be taught to all Key Stage Two children in the Summer Term.

SRE has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships and 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.

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 consequence of choices made;
- managing conflict;
- 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.

Science will also play an important role in teaching children the facts about life processes and living things. The content is as follows:

Key Stage One

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

Key Stage Two

- to know that life processes common to humans and other animals include nutrition, growth and reproduction;
- to learn about the main stages of the human cycle.

The areas not to be covered are as follows:

- abortion;
- homosexuality (sexual behaviour);
- pornography;
- prostitution;
- oral sex.

If such questions arise that are deemed inappropriate, the teacher will explain that certain aspects of Sex and Relationship Education are not covered in the primary school. Children will be encouraged to ask their parents if they feel it is important for them to know the answer at that time.

The Learning Academy Partnership recognises parents as key figures in helping their child to cope with the physical and emotional aspects of growing up and preparing them for the challenges and responsibilities which this brings. Each academy will endeavour to keep parents informed on the subject of SRE. Their co-operation and support is highly valued.

Teaching and Learning

Children need to feel relaxed and confident about discussing sex-related issues. A variety of techniques will be employed to provide the breadth of effective learning opportunities for all pupils. When SRE is taught as a discrete subject, the Living and Growing material will be recommended to follow, alongside The Christopher Winter Project (see appendix). Living and Growing is a series of programmes to watch and suggested class activities. The Christopher Winter Project provides schemes of work, lesson plans and resources. The teaching strategies will be in line with our Trust's Teaching and Learning Policy. Teachers will recognise that:

- there is a need to match the teaching of Sex and Relationship Education to the maturity of the child and that will not always be adequately indicated by chronological age;
- any consideration of the expression of sexuality will be considered in the context of human relationships;
- children's questions should be answered honestly and appropriately;
- parents have a right to withdraw their child from the sex related areas of the topics;
- the material used should be appropriate to the year group.

Assessment and reporting

Clearly defined learning outcomes will assist the assessment process. Teachers will assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. In the Foundation Stage evidence will be gathered to inform assessment for each child. At Key Stages One and Two, pupils will record their progress through completing tasks where they respond to activities undertaken. These will take the form of drawings, illustrations, discussions and short pieces of writing.

All teachers, learning support assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. Any disclosures made to members of staff will be directed to the designated Child Protection Officer, who will then make the decision to inform further agencies as deemed necessary.

Leadership and Management

The subject leader has the responsibility to take a lead in developing Sex and Relationship Education further across the academies within the academy’s improvement plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader.

Monitoring and Evaluation

All teachers within each academy are responsible for monitoring the pupils’ progress and the quality of Sex Education but the subject leader, under the direction of the Head of Academy, takes a lead in this. Monitoring activities are planned across the year. When appropriate, these are:

- staff meetings to evaluate the impact of Sex and Relationship Education activities and units of work;
- the subject leader to analyse teachers’ planning to monitor coverage and balance of activities planned;
- the subject leader to monitor work in hand in classrooms;
- the subject leader to prepare a summary for the Local Committee;
- the Head of Academy to monitor annual reports to parents.

Review

This policy will be reviewed annually. The subject leader is responsible for reporting to the Local Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Changes

June 2017	Page 4 -Report and summary to Local Committee

Appendix

Units studied in Year 3

The Channel 4 Living and Growing Series		
Programme Number	Title	Content
Unit 1 Programme 1	Growing up	A theme of “Where do I come from?” and continues work on life cycles. Growth and change. It also looks at relationships.
Unit 1 Programme 2	How did I get here?	A theme of “Growing” and looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It also covers the growth of the foetus during pregnancy.
Unit 1 Programme 3	Differences	A theme of “living things” looking at the difference between male and female, feelings and life cycles.

Units studied in Year 4

The Channel 4 Living and Growing Series		
Programme Number	Title	Content
Unit 2 Programme 1	Changes	Explores physical and emotional changes that take place at the onset of puberty and how we feel about ourselves. It considers some of the changes that are outside our control and the choices we face in others over which we can have increasing control as we grow up. It reaffirms that puberty is a normal and natural process
Unit 2 Programme 2	How babies are made (the school nurse will be invited into school to support this session)	Examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family and relationships within it.

Units studied in Year 5

The Channel 4 Living and Growing Series		
Programme Number	Title	Content
Unit 2 Programme 3	How babies are born	Reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby and the mother before the birth and the inheritance of physical characteristics. It also shows the Birth of a baby.
Unit 3 Programme 1	Girl Talk (the school nurse will be invited into school to support this session)	Reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.
Unit 3 Programme 2	Boy Talk (the school nurse will be invited into school to support this session)	Reviews the physical and emotional changes that take place for boys at the onset of puberty. It deals with the information not only from the point of view of boys but also in terms of what girls need to know. Sexual intercourse and problems commonly faced by boys are given consideration.

Units studied in Year 6

The Christopher Winter Project		
Puberty and Reproduction	Lesson 1	Puberty and reproduction
	Lesson 2	Relationships and reproduction
	Lesson 3	Conception and pregnancy

After each unit studied, all year groups will have a planned session for reflection, further questioning and reinforcement of learning outcomes. This session will also provide assessment opportunities.

Parents are able to view the videos and have access to booklets and resources so that they can help to support their child's learning.

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