



**LIFE ACADEMIES TRUST**

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# Relationships & Sex Education

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## 1. Introduction

We believe that Sex Relationships Education (SRE) is an important part of each pupil's personal and social development through childhood and in preparation for adulthood. It is also an educational entitlement of all pupils. Through both implicit and explicit learning experiences we aim to effectively:

- encourage personal responsibility in all forms of behaviour and relationships
- encourage self-esteem and promote the development of personal and social skills
- encourage respect and consideration for others
- provide personalised support and information for pupils and their parents/carers
- ensure pupils have the ability to accept their own and others' sexuality
- generate an atmosphere where questions and discussions on sexual matters can occur without embarrassment
- encourage exploration and clarification of values and attitudes
- prepare pupils for life management in a responsible, independent and healthy way
- present the SRE programme within a moral framework of family love, of loving relationships and mutual respect

## 2. Three Elements of SRE

### Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

### 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 for 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 consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

### 3. Programme of Study – Delivering SRE

#### At Early Years and Key Stage One

Pupils will be taught:

(National Curriculum excerpts)

- to recognise choice they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them
- to contribute to the life of the class and school
- to maintain personal hygiene
- the names of the main parts of the body
- that family and friends should care for each other

#### At Key Stage Two

We will:

- develop confidence and responsibility in all our pupils
- allow time to consider feelings and relationships
- enable pupils to protect themselves and ask for help and support
- ensure pupils appreciate the need for personal hygiene
- prepare pupils for puberty
- enable pupils to develop honesty and respect for themselves and others

It incorporates the Key Stage 2 Science programme of study:

- 1a – the life processes common to humans include nutrition, growth and reproduction
- 2f – the main stages of the human life cycle

### 4. At Key Stage 3

We will ensure pupils:

- are aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the consequences of their behaviour and behave sensibly in sexual and pastoral relationships
- avoid being exploited or exploiting others
- avoid being pressured into unwanted or unprotected sex
- understand the link between the misuse of drugs and alcohol and unwanted pregnancy
- understand methods of contraception including teaching the correct application of a condom.
- understand about sexually transmitted infections including HIV and AIDS and how it is transmitted.

It incorporates the Key Stage 3 Science programme of study:

- 1d – that fertilisation in humans...is the fusion of a male and female cell
- 2f – about the physical and emotional changes that take place during adolescence
- 2g – about the human reproductive system, including the menstrual cycle and fertilisation
- 2h – how the foetus develops in the uterus
- 2n – how the growth and reproduction of bacteria and the replication of viruses can affect health.

In addition the Trust will make best use of external agencies/visiting speakers to effectively best meet the needs of pupils' development. This includes the school nurse who helps in delivering the HPV vaccination programme.

## 5. Learning and Teaching

Pupils will be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. The Trust respects and values the learning that occurs in the community and in the home, believing that these links, together with the programme of study are essential dimensions of SRE. Wherever possible parents should be involved and must be informed. Parents do have the right to withdraw their child from SRE outside the requirements of the National Curriculum Science.

Sex and Relationship Education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class without clear guidance. In circle time activities when personal issues arise confidentiality is always explained.

## 6. Ground rules and distancing techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected 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.
- Meanings of words will be explained in a sensible and factual way.

## 7. Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the Leader of PSHCEE/Leader of 'Understanding Ourselves and Others' concerned.

- Dealing with questions
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.

- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- 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.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Child Protection Officer should be informed and the usual child protection procedures followed.

## 8. Confidentiality and Child Protection

Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made, certain actions will ensue in line with other Trust, Academy/Setting policies:

Disclosure or suspicion of possible abuse

- The Trust's child protection procedures will be invoked (see relevant policy).

Disclosure of pregnancy or advice on contraception:-

- As necessary, the Trust's child protection procedures will be invoked (see 'Child Protection' policy). Professional information and guidance will always be sought from a health professional such as the school nurse and pastoral support will be given using school systems. The Trust will always encourage pupils to talk with their parents first:
- pupils should be asked whether they can tell their parent(s) and whether they want help in doing so.
- if pupils refuse to tell their parent(s) the adult should refer them to a health professional.

## 9. Parental Involvement

The Trust will keep parents well informed about the policy and consult informally with parents on any change to the substance of the policy.

## 10. Parental right to withdraw children

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the sex education programme outside of the Science curriculum. Parents wishing to exercise that right are asked to apply in writing and make an appointment to see the Leader of PSHCEE/Leader of Understanding Ourselves and Others to discuss the issues. Once a child has been withdrawn they cannot take part in later sex relationship education without parental approval. The parent who withdraws the child must be the same parent who revokes that decision.

## **11. Complaints**

Any complaints about the sex education programme should be made in accordance with the Trust's usual complaints procedure.