

## Sex and Relationship Education Policy

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## 1 Introduction

The Trust's approach to, and the content of, its sex and relationships education will be differentiated appropriately to reflect the different ages and levels of maturity of the learners being taught. In the Academies effective sex and relationship education is seen to be essential if young people are to make responsible and well informed decisions about their lives. It will not be delivered in isolation. It will be firmly rooted within PHSE/ PSD and the curriculum. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It will also be about the teaching of sex, sexuality, and sexual health. It is not concerned with the promotion of sexual orientation or sexual activity.

All staff, including staff from the multi-disciplinary team should follow the Trust's sex and relationship education policy when working with our Learners.

## 2 Objectives

- To help and support children and young people through their physical, emotional and moral development.
- To help children and young people learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.
- To help learners develop the skills and understanding they need to live confident, healthy and independent lives.
- To help learners understand and deal with difficult moral and social questions.
- To teach sensitively, and when appropriate for learners, about sex, sexuality, and sexual health.
- To help learners understand the importance of marriage for family life, stable and loving relationships, respect, love and care

### 3 Strategies

- Trustees and head teachers will involve parents in developing and reviewing our Sex and Relationship Education policy to ensure that this policy reflects parents' wishes and the culture of the community we serve
- Learners will be taught about the nature and importance of marriage for family life and bringing up children. Learners will also be taught that there are strong and mutually supportive relationships outside marriage.
- Learners will be taught the significance of marriage and stable relationships as key building blocks of community and society.
- Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
- Learners will be given accurate information. This will help when developing skills to enable them to understand difference, respect for themselves and others. This process is also essential in preventing and removing prejudice
- Sex and relationship education will contribute to the promotion of the spiritual, moral, cultural, mental and physical development of learners at school and of society. It will prepare learners to meet the opportunities, responsibilities and experiences of adult life.
- Sex and relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
- It will enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity. It will help them to acquire the knowledge and skills which are so vital in preparing them to face the many conflicting pressures on young people in today's society.
- There will be a graduated, age-appropriate, programme of sex and relationship education. Teaching methods will take account of the developmental differences of children.

### 4 Individual Needs

Children and young people will be assessed individually with advice from the class teacher, support assistant, school nurse and parents to determine an appropriate individual education plan to deliver S R E. They will be taught individually or within a small single sex group. The class teacher or school nurse will deliver lessons with appropriate support.

- No child should be given S R E without consultation with the parent or carer.
- Children should develop understanding of privacy, confidentiality and respect for themselves. Sensitive issues should be discussed fully with the Head and Deputy Head teacher and the school nurse.
- The school will respect and take into account cultural difficulties and wishes of parents.
- The programme of study will require graduated age and developmentally appropriate lessons. Teaching methods need to take into account the developmental difficulties of the children.
- During the transition year before moving to Secondary school, learners should be given extra support to help them through the emotional upheaval at this time and their physical development.
- S R E education will be delivered through links with the Academy Curriculum and National Healthy Schools Standard.

We recognise that some learners will be more vulnerable to abuse and exploitation than their peers and others may be confused about what is acceptable public behaviour. These children or young people will need help to develop skills to reduce the risk of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable.

We will ensure that the needs of all learners are met in the programmes of study. We recognise that children and young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.

### 5 Moral Values and Framework

Health and Sex Education is recognised as an important part in children's and young person's preparation for adult life.

They should be taught in an atmosphere that:

- a) promotes their own sense of worth
- b) promotes respect for themselves and others
- c) promotes responsibility and sensitivity
- d) promotes the value of loving relationships

### 6 The learning objectives of the Trusts S R E Policy

All children and young people should have the opportunity:

- To develop a positive self image and to be able to communicate their needs, feelings and opinions.
- To be able to take some responsibility for themselves and their own actions.
- To recognise differences and similarities in people and to consider the opinions of others.
- To develop understanding of the importance of family life for bringing up children and young people.
- Teachers need to be sensitive to individual Learner's home circumstances.
- To develop awareness of themselves and their bodies and learn the names of different parts of the body.
- To learn basic rules and skills for keeping themselves safe and for behaving appropriately in different circumstances.
- To develop the sense of right and wrong.
- To be aware of the importance of personal hygiene and care.
- To know that animals and humans move, feed, grow and reproduce.
- To learn the main stages of the human cycle.
- To know that life processes common to humans and other animals includes nutrition, growth and reproduction.
- To prepare girls and boys for puberty.
- To learn about body changes, including preparation for menstruation (where considered appropriate).
- To develop understanding that they will change and develop both physically and emotionally
- To recognise the importance of being private in certain situations

### 7 Reviewing the effectiveness of the programme

The policy and programmes of work will be reviewed by the teaching staff in discussion with the relevant co-ordinators at the end of each academic year. The Deputy Head teacher will report back to the Advisory Committee Curriculum Working Groups regarding the impact of the programmes.

Any relevant issues brought to their attention by this route or others will be considered by this group.

### 8 Specific Issues

#### 8.1 Equal Opportunities

All children and young persons are to be given equal access, at the appropriate level, to the sex education programme regardless of ability, age, sex, physical disability, religion or cultural background.

#### 8.2 Confidentiality

While it is appreciated that Learners may wish to discuss something very private with a member of staff or helper in the academies it is extremely important that no adult promises to a Learner; If a Learner discloses something to an adult which causes them concern and in particular, falls within the brief of child protection procedures then the adult must pass on this information to the designated teacher for child protection or the Head teacher.

#### 8.3 Learner withdrawal procedures

Parents have the right to withdraw their children from any or all parts of the Trust's programme of sex education, other than those elements which are required by the National Curriculum Science Order. Parents do not have to give reasons for their decision. Parents who wish to withdraw their child should contact the Head teacher or the Deputy. A letter will be sent to parents at the beginning of the half term in which sex education is due to take place.

#### 8.4 Visiting Speakers

Speakers may be invited to either parents or Learners or both. The areas for such a talk must be discussed in detail with the co-ordinator for sex education. The co-ordinator or the class teacher must be present throughout any talk or discussion on sex education. The co-ordinator or class teacher is in overall charge of the class and has the right to terminate the session should he/she feel it is unsuitable for the children or young persons in his/her care.

#### 8.5 Support for members of the school community infected or affected by HIV

As with any medical condition a member of the Trust community infected or affected by the HIV virus has the right to confidentiality. They have the right to be treated in a sensitive and supportive manner by other members of the community.