

NORTON PRIMARY ACADEMY



Sex and Relationships Policy (SRE)

Autumn 2015

Sex and Relationships Policy (SRE)

The teaching of Sex and Relationships Education at Norton Primary Academy, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop,

This policy is based on the DfE's guidance and definition of sex and relationship education. Sex and Relationships Education relates to learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. Promoting the British value of tolerance through our adoption of Stonewall's 'Different Families Same Love' we aim to develop an understanding of the diversity of family make ups. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the academy will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a program of Sex and Relationships Education, including through the delivery of the Lucinda & Godfrey program, at a level which is appropriate for their age and physical development with differentiated provision if required.

The Moral and Values Framework

Sex and Relationships Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education. We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Aims of Sex and Relationship Education

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to develop:

- Understanding of a range of values and moral issues including the importance of family life;
- Feelings of self-respect, self-esteem, self -confidence, sympathy and empathy;
- Understanding of the biological facts related to human growth and development including reproduction;
- Understanding of the importance of healthy relationships;
- Understanding of the importance of health and hygiene;



- Communication and assertiveness skills to cope with the influences of their peers and the media.

Context

Whilst Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Sex and Relationships Education with the beliefs that:

- SRE should be taught in the context of loving relationships and family life;
- SRE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Teaching and Learning including Delivery of the Curriculum

We teach Sex and Relationships Education discretely. However, some relationship aspects are covered through our PSE delivery, and some of the biological aspects are covered in Science. Most of the SRE content is taught during the second half of the year. These themes progress as children move through the academy.

We also teach Sex and Relationships Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with R.E, 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.

Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground.

Being involved in our peer massage program also reinforces the importance of asking /giving permission to be touched and supports the development of healthy relationships.

The Role of Parents

The academy is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the academy.



The Role of the Academy and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the academy's Sex and Relationships Education policy and will often become involved in delivery of content for pupils in Upper Key Stage Two.

Confidentiality

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Principal or Vice Principal who can discuss the matter with the parent, or follow other appropriate procedures. Upper Key Stage 2 classes have systems in which they can ask questions anonymously during the half term in which they are being taught SRE.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Principal.

Children with SEND

It is the responsibility of the academy to ensure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with specific educational needs are properly included in SRE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs. This is coordinated by the academy lead for PSE, which includes SRE, Glenda Steel (Vice Principal).



