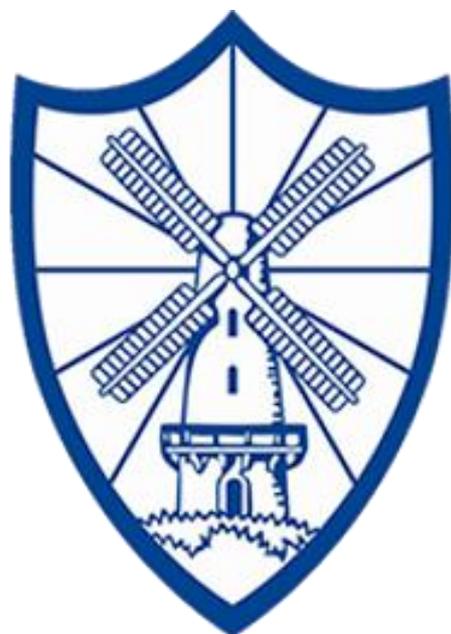




# Meopham Community Academy



*Enjoy, Learn, Aspire*

## Relationships and Sex Education Policy

<b>This policy was reviewed by:</b> Paul Hale, Deputy Headteacher
<b>Date:</b> July 2019
<b>Approved by Governors:</b> July 2019
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## 1. Aims

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

- Provide a caring and compassionate framework in which sensitive discussions can take place
- Clarify or reinforce existing knowledge
- Prepare pupils for changes in their body and puberty
- Give them an understanding of male and female sexual development and the importance of health and hygiene
- Help pupils develop and understand their own feelings and how they might change
- Develop assertiveness, self-respect, confidence and empathy
- Create an open and positive culture around issues of puberty, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils to develop skills for healthier and safer lifestyles
- Enable pupils to feel confident to undertake and communicate about the positive decisions they make

## 2. Statutory requirements

SRE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Meopham Community Academy we teach SRE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were informed via our website
4. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

SRE is about the moral, emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. SRE involves a combination of sharing information, and exploring issues and values. SRE is NOT about the promotion of sexual activity.

#### **5. Delivery of SRE**

All schools must teach the following as part of the science strand of the National Curriculum, parents do not have the right to withdraw their child/children.

National Curriculum Science

##### Key Stage 1

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

##### Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

Every child is entitled to receive SRE and it is our intention that all children should have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision as required.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Such a programme can successfully follow the outline given below:

#### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSCHCE work, they develop skills to form friendships and think about relationships with others.

#### **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about parts of the body and the importance of personal hygiene to maintain good health. In PSCHCE 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. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In PSHCE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of attitudes and emotions, not just the acquisition of knowledge about the mechanics of sexual intercourse. This content has been agreed in consultation with governors, parents and teaching staff.

## **Moral Values Framework**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

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).

Pupils also receive stand-alone sex education sessions delivered by the class teacher/PSHE Lead.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of supportive relationships and family life.

## **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

## **6. Roles and responsibilities**

### **6.1 The Local Governing Body**

The governing body will approve the SRE policy, and hold the head teacher to account for its implementation.

### **6.2 The Headteacher**

The head teacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-scientific components of SRE

### **6.3 Staff**

Staff are responsible for:

- Delivering SRE in a sensitive way, in an environment where the pupils feel safe
- 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 the non-scientific components 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 PSHE Lead.

#### **6.4 Pupils**

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

#### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of children in order for them to have full access to the content of sex and relationship education.

#### **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure from a child. The staff member will manage the issue according to CP training guidelines and will inform the head teacher/designated CP officer via My Concern in line with the LEA procedures for child protection. A member of staff cannot promise the child confidentiality if concerns exist.

#### **7. Parents' right to withdraw**

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

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

Provision will be made to accommodate pupils who are not taking part in SRE in other classrooms or shared teaching areas as appropriate. Alternative work will be given to pupils who are withdrawn from SRE.

#### **8. Training**

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals will be invited to provide support and training to staff teaching SRE where necessary.

#### **9. Monitoring arrangements**

Monitoring is the responsibility of the head teacher and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change, if required.

Sex and relationship education is monitored and evaluated by the PSHE subject leader as part of the school's development plan. As a result of this process changes will be made to the sex and relationship education programmes as appropriate

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

This policy will be reviewed by the PSHE lead as required. At every review, the policy will have final approval by the head teacher and governing body.