

The Hills Academy

Sex and Relationship Education

Updated: September 2019

Scheduled Review Date: September 2022



POLICY

Table of Contents

- 1. Policy**
- 2. Appendix i**
- 3. Appendix ii**

1. Policy

Philosophy

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. It develops skills for relationships and informed decision making. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Legal Requirements

SRE at The Hills Academy will contribute to the requirements of the DfE Guidance, the recommendations from Ofsted and will be firmly rooted in the framework for PSHE. It is in line with best practice, as part of the National Healthy schools standard. NHSS renewed Spring 2010.

Parental consultation

The school includes information on sex and relationship education on the school website and full details are available on request. (Appendix i)

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science, up to and until three terms before the age of 16. Alternative work would be set. (Appendix ii) However this rarely happens; by working in partnership with parents they recognise the importance of this aspect of their child's 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 disclosure of a child protection issue.

The staff member will inform the Head Teacher / Designated Safeguarding Lead person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Aims and Objectives

Sex and relationship education will reflect the values of the PSHE programme. SRE will be taught in the context of relationships.

In addition SRE will promote self-esteem and emotional health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Learning and teaching

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

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

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 regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

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 on-going Physical Development (PD) and Personal Social and Emotional Development (PSED) 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 the importance of personal hygiene to maintain good health. In RE and PSHE 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. Children are taught about the physical, emotional and social changes, which include personal hygiene. In RE, 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 skills and attitudes not just the acquisition of knowledge.

Teachers will aim 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 need.

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation of Sex and Relationship Education

The head teacher is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, literacy activities and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Resources

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos. (Following recommendations by the PSHE Association)

Links with other policies

This policy is linked with the following policies:

- PSHE
- Equal Opportunities
- Safeguarding in Schools Policy covering: Child Protection and Safeguarding pupils
- Confidentiality
- Behaviour
- Anti-Bullying

These policies can be found on the school website or are available from the school office.

EQUAL OPPORTUNITIES

The Hills Academy is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils will be given equal access to all areas of the curriculum and school life as a whole. Any under-representation of a particular group of pupils should be investigated to ensure that the policy does not discriminate against them, either directly or indirectly.

INCLUSION

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Equality Act 2010 provides an updated statutory framework to ensure that all people with protected characteristics are given equal opportunities. All children have the right to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other children.' Alongside the act The Disability Equality Duty (DED), introduced into The Disability Discrimination Act in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make 'reasonable adjustments' to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Special Educational Needs and Disability Code of Practice: 0 to 25 years – September 2014)

MONITORING AND EVALUATION

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for PSHE and will take place as timetabled in the whole school rolling programme of light touch and in depth monitoring and evaluation.

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.

Any changes to the policy will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.

PROFESSIONAL DEVELOPMENT

Staff training will be provided as identified in the strategic school development plan or through performance management.

2. Appendix i

SCHEME OF WORK FOR SEX AND RELATIONSHIPS EDUCATION AT THE HILLS ACADEMY

Children learn about SRE as part of their personal, social and health education. SRE is not isolated but is taught within the framework of caring relationships, families, friends, values and responsibility. A whole range of teaching approaches are used which will allow children to learn in a caring and sensitive way. Teachers are sensitive to religious, cultural and family values and ensure that all children's backgrounds and experiences are recognised and valued. The scheme of work is progressive and the learning in each year group builds on previous learning.

NURSERY/RECEPTION

- The uniqueness of me, similarities between myself and others
- Naming external parts of the body – hands, feet, arms, legs, eyes, chin etc.
- Caring for babies – what do they need? Visit from new baby if possible (Reception)

YEAR 1

- The beginning of life – animals, plants and me
- Growth in people, animals and plants

YEAR 2

- Changes as we grow. How have I changed from a baby to now? Physical changes and changing responsibility for self and others
- Ageing - how do we know things are alive, dead, young, old?

YEAR 3

- How babies begin and are born. How they grow (doesn't include sexual intercourse)
- How babies of different animals grow inside or outside their mothers' bodies
- How have I grown? Baby, toddler and recent photos – compare
- How will I grow in the future?

YEAR 4

- Locate and name the parts of the body including sex organs – boy and girl
- The main stages of the human life cycle
- Emotional and physical changes in puberty
- Growing up – menstruation, coping with first period, sanitary protection

YEAR 5

- Recap on emotional and physical changes in puberty
- Recap on menstruation
- How a baby is conceived – stressing the importance of an established, loving relationship
- The birth of a baby

YEAR 6

- Knowledge that pregnancy can be prevented through use of contraception (no detailed teaching about contraception)
- Revision of SRE as necessary and dealing with pupil questions

Please note:

- Correct vocabulary will be taught for body parts. Whilst it may be appropriate to use nicknames for body parts at home, in school it is essential to learn and use the correct terminology. This ensures universal understanding, clarity, respect and manners
- In KS2 some classes may be delivered in single sex groups
- If available a health visitor may help to deliver teaching sessions
- Classes will establish a set of agreed ground rules to be followed during SRE sessions

3. Appendix ii

Letter to parents year 4/5/6

Dear Parent / Carer

As part of our Personal, Social, Health and Economic Education, Year 5/6 will be covering a six to eight week 'Relationships and Sexual Health Education' based on a unit of work written by The PSHE Association. The focus of this work relates to: friends, families and relationships; the changes which occur during puberty, why they occur and how to deal with them; human reproduction within a loving, stable relationship; and the development and care of babies.

The purpose of this letter is to inform you that this work will begin in the next two weeks. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues such as those above (puberty, boyfriends and girlfriends and the emotional changes which they might experience) before the work is covered in school.

If you have any queries about the content of the programme or would like further advice or support regarding this, please do not hesitate to contact your child's class teacher or the PSHE subject leader – Mrs. Antoine.

Although you have the right to withdraw your child from parts of the SRE curriculum which are not included in the science national curriculum (from Y4 upwards), we would strongly urge that you support the programme and encourage your child to participate fully in lessons. It is vitally important that your child receives clear and relevant information rather than picking up playground gossip. Teachers are fully aware of the need for religious, family and cultural sensitivity and respect the backgrounds of all our children. If you still wish to withdraw your child from these aspects please inform their class teacher in writing. All materials used are available for you to browse through should you so wish.

Thank you for your support.

Yours sincerely,

