

Scientia Academy Sex and Relationship Policy



Review Cycle	Two Years
Next Review	November 2018
Approving Body	Headteacher & Governing Body

The policy for Sex and Relationship Education (SRE) at Scientia Academy forms part of the overall policy for PSHE. It takes account of the 'Sex and Relationship Education Guidance' published by the DfE in July 2000 that updated Circular 5/94 'Sex Education in Schools'.

What is Sex and Relationship Education?

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of marriage for family life, stable and loving relationships, respect, love and care.'

'It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.'

Rationale

The governors and staff of Scientia Academy consider that open, accurate and informative sex and relationship education (SRE) is the entitlement of all pupils and is essential if they are to grow, make responsible and well informed decisions about their lives. Furthermore it prepares our pupils, for the opportunities, responsibilities and experiences of adult life.

At Scientia, we believe that SRE is required to be taught within a framework that gives due regard to moral considerations, the value of family life and different cultural and religious backgrounds. We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

Methodology and Approach

All class teachers will teach SRE and feel confident to teach this subject. All staff are familiar with the SRE policy and are aware the designated member of staff responsible for SRE is Mrs Laura Hands. There will be a whole-school approach from Reception to Year 6. All SRE will be developmentally appropriate, taking into account the levels of maturity of individual children as well as the whole class. Teachers will answer children's direct questions in an open and factual way. Staff will not enter into discussions about personal issues and lifestyles.

See Appendix 1

Working with Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about Health and relationships. Parents/carers are given the opportunity to view the teaching materials and resources that will be used. A parent or carer, who is concerned about their child's participation, should discuss their feelings with the named member of staff for SRE. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory Science National Curriculum. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Head Teacher to discuss appropriate arrangements.

A copy of the DfE leaflet, 'HRE and Parents', may also be given to parents/carers to help them form a judgment.

Content and Organization

The organization of SRE is no different from other curriculum areas. It is delivered through planned programme. Occasionally, issues about SRE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw pupils in these circumstances. Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002.

- See Appendix 2

Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equality policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a pupil is absent from school and does not participate in the SRE programme, the school will ensure that teaching materials are made available. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

Confidentiality

A trusting relationship between pupils and staff is an important aspect of effective SRE. However, it is important for pupils to understand that staff cannot necessarily maintain absolute confidentiality. Any concerns staff may have should be discussed immediately with the Head teacher or Deputy Head teachers (the designated people responsible for child protection). The school is legally required to refer concerns regarding child protection issues, including sexual abuse, to other agencies such as social services.

Assessment

Teachers will have a scheme of work to support the delivery of SRE across the school. It will provide clear learning objectives and assessment activities to enable the teacher to make judgments about learning and progress. Staff will annotate plans and use them to inform subsequent planning.

Staff are aware of the key stage learning outcomes and can use these to assess pupil understanding.

Where appropriate pupil evaluation sheets are handed-out providing pupils with the opportunity to confidentially communicate with their teacher as to how they are feeling in relation to the unit they have just studied.

Resources

Resource packs of materials such as books, DVDs, pamphlets and artefacts on PSHE and SRE are available to each year group. These are stored in the staffroom or are available from the Deputy Head. Parents willing to bring their babies in to school are also a valuable resource.

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- no one (teacher or pupil) will have to answer a question that teacher feels to be personal or would make them feel uncomfortable to answer
- no one will be forced to take part in a discussion;
- the only language used will be easily understood and acceptable to everyone in the class;
- the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

All teachers are encouraged to use a 'question and answer' box where pupils can ask questions anonymously. This also allows staff time to prepare suitable responses. If a child asks an explicit or difficult question, staff will answer appropriately in accordance with HRE learning intentions.

Monitoring and Evaluating the Policy

The success of the policy will be seen through individual assessments as outlined in the scheme of work and end of key stage learning outcomes.

Appendix 1

Sex and Relationships Education has three main elements:

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

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

Appendix 2

The intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002.

Throughout the school, **from Key Stage 1**, pupils should be taught:

- that humans move, feed, grow, use their senses and reproduce the explanation of reproduction using explicit vocabulary
- to name the external parts of the body including the sexual parts;
- that humans grow from babies into children and then into adults;
- to recognise the physical similarities and differences between themselves and other pupils;
- to understand about personal safety and appropriate behaviour;
- to appreciate ways in which people learn to live together;
- to recognise that there are different types of family structure, and to be able to describe their role within the family;
- to understand the importance of valuing oneself and others;
- to begin to recognise the range of human emotion and ways to deal with these.

At **Key Stage 2** pupils should be made aware of the following:

- that there are life processes common to all animals;
- the main stages of the human life cycle;
- the human reproductive system, revisited through a spiral curriculum;
- to know about and have some understanding of the physical, emotional and social changes that take place in puberty;
- to understand how changes in puberty affect the body in relation to hygiene;
- to recognise some of the skills required for parenting;
- to know that there are different patterns of friendship;
- to appreciate that within any environment there are people with different attitudes, beliefs and values and that these influence people's relationships.

Appendix 3

Scheme of work overview