



Sex and Relationships Education Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within the Rushey Mead Educational Trust.

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Version	Date	Author	Summary of Changes:
1.0	February 2018	C Robson	New policy.

Sex and Relationships Education Policy

1. Introduction

As a trust we are committed to providing high quality relationships and sex education that is tailored to the age and the physical and emotional maturity of the children. In 2017 the then Secretary of State, Justine Greening, announced her intention to put Sex and Relationships Education (SRE) on a statutory footing by September 2019. Whilst taking into consideration the recent supplementary advice provided in the document, 'Sex and Relationships Education for the 21st Century' (2014 Brook, PSHE Association and Sex Education Forum), our Trust's policy on sex and relationship education (SRE) is based on the requirements of the Education Act 2002, DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000).

The purpose of this policy is to set out the ways in which our provision for relationships and sex education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

2. Aim of SRE education

The aims of sex and relationship education (SRE) in RMET academies are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and stable, loving relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

For RMET primary academies:

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.

In RMET our primary academies do teach SRE, as set out in this policy.

For RMET secondary academies, including free schools;

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

In RMET our secondary academies do teach SRE, as set out in this policy.

4. Policy development

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

1. Review – a 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with the Board of Trustees and ratified

5. Definition

SRE is one of the most important ways we act on our responsibility to safeguard and protect our pupils, as set out in our Safeguarding/Child Protection Policy. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. In all our academies we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse. The rationale of this policy is concordant with the Department for Education's 2010 paper that highlighted 'Children need high quality sex and relationships education so they can make wise and informed choices'.

While recognising that different groups of people may have different opinions about issues, our emphasis is on providing factual information. Children and young people are bombarded with advertising, TV, radio, magazines, newspapers, video games, music videos, the internet and mobile phones all of which communicate messages that suggest what is 'acceptable', or 'desirable' for relationships, our bodies and sex. Further, technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern that we, as a Trust, take seriously. Therefore, SRE at home and in schools is more important now than ever before to ensure children and young people have access to reliable information and an opportunity to explore the messages they are receiving in a safe learning environment.

SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). Underpinning both SRE and PSHE is the promotion of safe, equal, caring and enjoyable relationships.

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, loving, stable, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

SRE is part of lifelong learning about relationships, sex, sexuality, emotions, and sexual health. Sex and relationship education is about physical, moral and emotional development.

SRE is not about the promotion of sexual activity.

6. Delivery of SRE

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 occasional stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with exploring of their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. SRE can help pupils to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

Across all Key Stages, issues will be taught in a way that does not subject pupils to discrimination. Our academies have a duty under the Equality Act to ensure that teaching is accessible to all pupils and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice (including homophobia) and promote understanding and respect.

The following skills will be developed through SRE:

- 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 family life, based on the following definition of a family:

“A family is a nurture group of significant individuals who care for one another”.

This definition in its wording above is for the teachers' own use and will not be shared with the pupils. In order to show due regard for family life, staff will ensure that they have knowledge about pupil backgrounds, and will respect each pupil's individual circumstances, without making value judgements.

Answering Questions and Sensitive Issues

Teachers should answer all pupils' questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles.
- No-one (pupil or adult) has to answer a personal question.

- Nobody is forced to take part in a discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts.
- Meanings of words are explained in a sensible and factual way.

An individual pupil may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the pupil.
- Try to find out why the pupil is asking the questions, and exactly what they want to know.
- Determine the pupil's present level of knowledge and understanding.
- Offer a simple answer, and if appropriate back up with a relevant story or picture.
- If the answer required is more complex, the teacher will meet with the pupil's parents/carers at the end of the day to discuss the issue.
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

What will SRE cover in Primary Academies?

In the SRE we deliver through PSHE we teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

Under the science curriculum in Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship.

SRE lessons in KS2 will include a lesson about child protection and safeguarding, in which the issue of female genital mutilation (FGM) is mentioned. Girls and boys will learn of their right to be safe and be in control of their bodies. Teachers will have ensured children have a secure knowledge of body parts and changes at puberty before delivering this lesson.

Whilst there is considerable flexibility in the SRE primary curriculum, here is a more in depth list of the objectives that can be covered year by year throughout Key Stage 1 and 2:

Key Stage 1

- Recognise names for the main external parts of the body.
- Name the sexual parts using colloquial and occasionally scientific words.
- Describe what their bodies can do and understand how amazing their body is.

- Show some understanding that their body belongs to them.
- Describe some basic personal hygiene routines and understand how these can prevent the spread of disease.
- Recognise babies, children and adults of different ages and put them into age order.
- Understand that human babies grow inside their mothers.
- Describe the main physical developments which take place in early childhood.
- Describe some of the changes in responsibilities and expectations during early childhood.
- Understand the basic needs of babies.
- Understand how dependent a baby is on parents to provide its basic needs.

Key Stage 2

- Give a list of the main external parts of male and female bodies and may use some scientific names for these.
- Use the scientific terms e.g. penis, testicles, breast and vagina and explain which parts are male and which are female.
- Give several examples of the capabilities of their own bodies.
- Describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.
- Look forward to new areas of responsibility for their personal hygiene.
- Explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.
- Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.
- Explain ideas about being grown up and show they have a relatively realistic view of adulthood.
- Identify an area for which they can take more responsibility.
- Explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.
- Know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
- Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.
- Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.

- Understand the importance of washing regularly and of maintaining other hygiene routines during puberty.
- Understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.
- Describe the main stages of how a baby is made, using some scientific vocabulary.
- Describe some emotions associated with the onset of puberty and have strategies to deal with these positively.
- Understand that puberty affects people in different ways both physically and emotionally.
- Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- Describe some characteristics of a loving trusting relationship.
- Understand some basic reasons why a couple might choose to have children.
- Show awareness of some family arrangements which are different from theirs.
- Learn about the right to be safe and in control of their body.

What will SRE cover in Secondary Academies?

SRE is not an isolated subject: it permeates the whole academy curriculum, the ethos of each academy and the pastoral system. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise. All subjects, but particularly Science, Religious Education, English and Drama provide a focus for exploring some elements of SRE. The PSHE Co-ordinator alongside the pastoral team and heads of faculties jointly co-ordinate Sex Education and are jointly responsible for the overall planning, implementation and review of the programme. All staff delivering the SRE programme have overall safety and confidentiality training and are sensitive to issues that may arise in this subject.

The Trust recognises that some aspects of SRE are a whole academy concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which need to be taught separately in PSHE, including those specifically relating to sexual matters such as contraception and STIs. Not all teachers are best suited to teach some of these. Therefore, some SRE topics may be delivered by a panel of teachers who are particularly trained and confident in teaching this subject. In addition, the Trust draws on the expertise of the School Nurse, faith communities, Leicester PCT and a representative spectrum of national specialist agencies. Resources are chosen from agencies which represent diverse beliefs, which are appropriate to students' age, maturity and religious and cultural background. All teachers are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer pupils for confidential advice and support.

7. Roles and responsibilities

The Board of Trustees will approve the SRE policy, and hold the principals to account for its implementation.

a. The principal

The principal is responsible for ensuring that SRE is taught consistently across the academy, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE (see section 9).

b. Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- 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-statutory/non-science] 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 principal.

c. Pupils

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

8. Confidentiality

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then staff will deal with it as a matter of safeguarding/child protection and immediately inform the Designated Safeguarding Lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures.

9. Parents' right to withdraw

We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the academy except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum.

If a parent wishes their child to be withdrawn from any part of our SRE lessons, they should discuss this first with the principal, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. A copy of withdrawal

requests will be placed in the pupil's educational record. The principal will take appropriate action.

10. Training

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

The academy will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

11. Monitoring, Evaluation and Review

The policy and teaching programme will be reviewed biennially. Senior staff will take a key role in monitoring the progress of the policy. Feedback from staff and students will be monitored by the head of PSHE as will lesson delivery and content.

The procedure will be promoted and implemented throughout the academy.