



Diocese of Norwich
Education and
Academies Trust

[Academy Name]

Relationships and Sex Education Policy

Policy Type:	Trust Core Policy
Approved By:	DNEAT Trust Board (SSDC)
Approval Date:	24 th April 2017
Date Adopted by LGB:	dd/mm/yyyy
Review Date:	April 2017
Person Responsible:	CEO

Summary of Changes

The model policy has been revised to reflect these changes as outlined below.

Page Ref.	Section	Amendment	Date of Change

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as shown in our prospectus. We are committed to providing high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Policy Statement

Our academy's policy on sex and relationship education is based on the DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title this policy will refer to it as 'SRE'. In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care.'

In line with our commitment to the **safe-guarding** of children we teach SRE in line with local and national guidelines ensuring any issues raised are dealt with appropriately and sensitively.

SRE is part of the personal, social and health education (PSHE) curriculum in our academy. It is taught within a framework of Christian values.

Aims and objectives

We teach children about:

- developing confidence in talking, listening, and thinking about feelings and relationships.
- the changes to their bodies as they grow into adults;
- the scientific explanation of the way humans reproduce in the context of a consensual loving relationship;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship within the ethos of the school's Christian values;
- the importance of family life;
- moral questions such as ...;
- relationship issues such as ...;
- respect for the views of other people;
- the concept of consent in appropriate contexts;
- being aware of ever evolving technology and how to stay safe online;
- staying safe and what they should do if they are worried about any sexual matters.

We do not use sex education as a means of promoting any form of sexual orientation.

Context

Effective RSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

We teach SRE on the understanding that:

- It is taught based on belief in the absolute worth of everyone and the unconditional love of God
- it is taught in the context of marriage and family life;
- it should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness;
- children's views are actively sought to influence lesson planning and teaching;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to themselves and to others, and be aware of the various possible consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children should be taught the value of forgiveness and that there is always a way back.
- it should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

Context of the local environment

Research shows that good SRE, does not make young people more likely to engage in sexual activity at an earlier age. The national average of births has halved since 1998 and in 2016 14.5 births from every 1000 were to mothers who were teenagers (according to the Office for National Statistics). **We are however, aware that within our area, we have a high number of unplanned pregnancies amongst teenagers and so we are committed in providing a SRE curriculum that will provide the knowledge and skills that will prepare our pupils for some of the choices that they will have to make in later life.**

Or

Despite having a lower number of unplanned pregnancies amongst teenagers within our local area compared to the national average, we are committed in providing a SRE curriculum that will provide the knowledge and skills that will prepare our pupils for some of the choices that they will have to make in later life.

Our children will be encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values.

Organisation

We teach SRE through different aspects of the curriculum. We carry out the main SRE in our personal, social and health education (PSHE) curriculum, however elements of SRE are taught through other subject areas (e.g. science) which contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

We follow the guidance material in the national curriculum for science, children cannot be exempt from elements of SRE which is covered in the national curriculum for science.

In Early Years the curriculum includes education about relationships with a focus on friendship, and the building of self-esteem. Understanding the world covers simple life cycles. In KS1 children continue to build on the work in the Early Years and focus on building relationships and self-esteem. We teach children about the main parts of the body and how to keep their bodies safe and healthy. Children learn that animals, including humans, have offspring, which grow into adults. In KS2 children learn to describe the differences between the life cycles of various animals and to describe the life process of reproduction in plants and animals. They also continue to develop relationship skills, confidence and responsibility. This supports preparing children to become active citizens, developing a healthy and safe lifestyle, learning to respect differences and develop good relationships.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. In Years 5 and 6 we teach SRE in much more detail. We teach about the parts and functions of the body 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. Most sessions are taught together (both boys and girls) but where appropriate, lessons are taught in single gender groupings. Nonetheless, all children will learn about changes which occur in both genders through puberty. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects females. We always teach this with due regard for the emotional development of the children. The school nurses are invited into the academy to participate in these lessons and to answer questions that the children may have from a health professional's point of view.

Teachers do their best to answer all questions with sensitivity and care however we also provide a question box for the children in Years 5 and 6 during our SRE lessons. This allows children to write questions that they may be too embarrassed to ask in front of other children. It also allows teachers to cover 'real issues' that the children may have and avoid irrelevant questions.

The role of parents and carers

The academy is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our academy, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the academy's SRE policy and where it can be located and allow parents an opportunity to come into the academy and discuss SRE prior to teaching the various units in Years 5 and 6;
- answer any questions that parents or carers may have about the SRE of their child;

- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for SRE in the academy;

We believe that through communication, children will benefit from being given consistent messages about their changing bodies.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents and carers have the right to withdraw their child from all other parts of the SRE programme that we teach in our academy. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Principal/Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Once a decision has been made they must inform the academy in writing stating their reasons as to why they would like their child withdrawn. The academy always complies with the wishes of parents/carers in this regard.

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 the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Principal/Headteacher will then deal with the matter in lines with the Safeguarding policy.

The role of the Principal/Headteacher

It is the responsibility of the Principal/Headteacher to ensure that both staff and parents/carers are informed about our SRE policy, and that the policy is implemented effectively. It is also the Principal/Headteacher 's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity. The Principal/Headteacher liaises with external agencies regarding the academy sex education programme, and ensures that all adults who work with our children on these issues are aware of the academy policy, and work within its framework. The Principal/Headteacher monitors this policy on a regular basis, and reports to governors, annually or when requested, on the effectiveness of the policy.

Entitlement and Inclusion - EAL, SEN, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Resources

There is a wide range of resources to support the teaching of SRE across the school. We keep most of our resources securely in the Resources room, there are also suitable books to support teaching in the library.

Training

Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

Monitoring and review

The Local Governing Body monitors the impact of our SRE policy on an annual basis. The Governors give serious consideration to any comments from parents and carers about the programme. Governors require the Principal/Headteacher to keep a written record, giving details of the content and delivery of our SRE programme. This policy will be reviewed every three years, or earlier if necessary. This policy will be reviewed in 2019 to ensure it is in line with the government's new proposed legislation.

Links to Other Policies

- Teaching and Learning Policy
- Science Policy
- PSHE Policy
- Safeguarding Policy