



**CUCKOO HALL
ACADEMIES TRUST**

Sex and relationship education policy

Primary and Secondary Academies

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Sex and relationship education

Introduction

Sex and Relationship education is an integral part of our personal, social and health education programme, an area which is considered important throughout our academies.

We believe that sex and relationship education is an ongoing process, which should

- start in the home and continue at an academy school
- happen in partnership with parents.

The school's programme of sex and relationship education will be embedded within the school's Personal, Social, Health and Economic (PSHE) education curriculum and will help children to respect themselves, respect others and to move with confidence through adolescence into adulthood.

The programme is tailored to the age and physical and emotional maturity of the children and is delivered by academy staff and invited professionals.

A positive effort has and will continue to be made to inform and involve parents.

Rationale

We have based our schools sex and relationship education policy on guidance from the Department for Education in which sex education is defined as '*learning about physical, moral and education development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care*'.

www.gov.uk/government/publications/sex-and-relationship-education

Sex education is part of the personal, social and health education curriculum in our academies. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. It is also about the teaching of sex, sexuality and sexual health.

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

Aims and objectives

The aims and objectives of a primary academy will of course significantly differ from those of a secondary academy due to the age and maturity of the pupils. Please see the following appendices for details of each.

APPENDIX 1 Aims and objectives for Primary Academies

APPENDIX 2 Aims and objectives for Secondary Academies

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example science)

Equal opportunities

All pupils will have the opportunity to participate in sex and relationship education.

The role of parents

Our academies are well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at our academies through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy of the arrangements for sex education in the school.

Sex and relationship education forms part of the PSHE programme. If a parent wishes their child to be withdrawn from sex education lessons, they should put this request in writing to the headteacher indicating which aspects of the programme they do not wish their child to participate in. The headteacher will arrange for a discussion with the parent or a written response.

We will always consider the wishes of parents, however many aspects of the lessons are part of the science curriculum which schools and academies have a statutory duty to teach.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, local health professionals give us valuable support with our sex education programme.

Confidentiality

Pupil discussion will be encouraged at all times.

Ground rules for discussions that exclude personal questioning of staff or pupils will be established

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Within key stage, some discussion groups may be mixed age and gender. Where it felt more appropriate, single gender or age groups may be formed.

As with any lesson, teachers will not let any discussions cloud their judgement with regards to their safeguarding and child protection duties.

Assessment

Notes will be taken of individual responses to SRE and included in assessment of progress in personal and social development.

Staff Support and Development

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

Governors

The Governing body of each academy are kept informed of any new developments and progress made pertaining to sex education.

Aims and objectives for primary academies

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

Objectives

Sex and relationship teaching will be delivered via two areas of the curriculum.

1. Through the Science curriculum / PSHE where pupils should

At Key Stage 1: -

- Know that humans develop at different rates.
- Know that animals including humans, move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of bodies of the humans
- Know that humans and animals can produce offspring and these grow into adults
- Recognise the similarities between themselves and others and treat others with sensitivity.

At Key Stage 2:-

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- Know that the life processes common to humans and other animals include nutrition, growth and reproduction
- Know the main stages of the human life cycle

2. Through the academies SRE Scheme of Work.

Here the children are taught:

- As with other PSHE units, Sex Education will develop in response to key questions

- Sex education at the school will be developmental and age appropriate
- Pupils will be taught about the nature of the human body and how it grows and changes
- Sex education will be taught within the context of relationships and family life

Monitoring and Review

It is the responsibility of the PSHE subject leader to monitor the standards of children's work and the quality of teaching in sex education supported by the headteacher.

The leader will also:

- Attend inset training and feedback / disseminate to staff
- Consult and advise colleagues
- Monitor sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books
- Set clear realistic targets for raising standards throughout the school

Aims and objectives for secondary academies

Aims

- To deliver an effective programme of sex and relationship education rooted firmly within the framework for PSHE (Lesson one, specialist workshops and citizenship programmes) and the National Curriculum (with regard to requirements for academies to teach science), which helps students to learn to understand human sexuality, to learn the reasons for delaying sexual activity and the benefits to be gained from such delay.
- To enable students to obtain appropriate advice on sexual health.
- To enable students to remain safe.
- To help students to understand difference, and to respect themselves and others, and to prevent and remove sexual prejudice.
- To help and support students through their physical, emotional and moral development, so that they can deal with difficult moral and social questions.
- To encourage in students, personal responsibility in relationships and to help them develop a personal moral code.
- To learn the significance of marriage and stable relationships as key building blocks of the community and society.

Objectives

At Key Stage 3:-

Pupils learn about the following areas as part of our science curriculum

- Reproductive system
- Fertilisation
- Growth and puberty
- Pregnancy
- Birth
- Menstruation
- IVF and contraception

At Key Stage 3 and 4

Our PSHE curriculum address the attitudes and values through a combination of teacher led sessions and specialist sessions run by external experts such as local health professionals.

Our sex and relationship education has three main elements in line with the DfE's Sex and Relationship Education Guidance

Attitudes and values

- learning the importance of values, individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurturing of children
- learning the value of respect, love and care for others
- 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 a delay
- the avoidance of unplanned pregnancy

The Humanities and Science Subject Leaders, outside agencies and the PSHE co-ordinator will be responsible for providing sex and relationship education within a detailed programme.