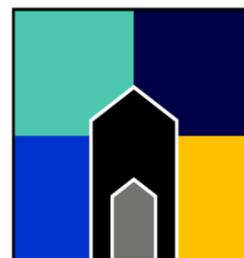


An Daras Multi Academy Trust



An Daras
Multi Academy Trust



Sex and Relationships Education Policy

St Stephens Community Academy

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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| Advisory Committee | Local Governing Advisory Body |
| Linked Documents and Policies | SSCA Science Policy SSCA Spiritual, Moral, Social and Cultural Policy |

St Stephens Community Academy
Sex and Relationships Education Policy



Sex and relationships education is the right and responsibility of the parent. The academy provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the academy provides in its basic curriculum with regard to sex and relationships education they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum 14 for Science.

Defining Sex and Relationships Education (SRE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also 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. (DfEE Guidance 0116/2000)

The Aims of Sex Education

Based on the above definition the aims of SRE in this academy are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this academy SRE has three main elements, all of which are important for a balanced SRE programme:

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; and □ 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; and
- 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 the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

Moral Dimension:

The academy recognises that it is a moral body in its own right. As part of the whole curriculum the academy seeks to explore issues of right and wrong. The academy recognises that SRE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the Schools SRE Programme:

The content of the academy programme is based on the National Curriculum for Science (2014).

At primary academy level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships and any related situations that may occur in their life, such as bereavement, the separation of parents or family illness.
- are able to name parts of the body and describe how their bodies work; □ can protect themselves and ask for help and support; and are prepared for puberty.
- Know the law with regard to age of consent.

The academy recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the academy curriculum programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

The Delivery of SRE:

It is also the responsibility of the whole staff to deliver the National Curriculum Science requirements according to the Scheme of Work. Where specific sex education occurs, which is outside or beyond the National Curriculum for Science, the following members of staff have been identified as appropriately trained and competent to deliver this part of the basic curriculum:

- Science and Technology Leader
- Year 4, 5 and 6 teachers
- ARB teacher
- Head of School/Executive Head Teacher

SRE will take place with the whole class together most of the time, however, the academy will try to ensure that there is a least one session where the class is split according to gender with a teacher of that gender to address issues and questions that may cause embarrassment and be difficult for pupils in a whole class situation.

Methods of Teaching and Resourcing:

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about SRE. which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The academy uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from the academy to support the sex education of their children in the home context. Books used to support SRE are also found in the academy library and pupils may borrow them when and as need occurs. Resources used by the academy are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

Monitoring and Evaluating SRE:

The leaders named above have responsibility to:

- a) Ensure that SRE occurs in the curriculum according to the Schemes of Work for Science and PSHE;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the academy programme

Time will be given to monitor and evaluate the SRE programme as it occurs in the Schemes of Work for each Key Stage.

Dealing with Sensitive Issues:

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the academy policy in this matter to the letter.

Parental Right to Withdrawal from SRE:

As stated above parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science 2014. They do so in writing to the Head of School. When the Head of School receives such a letter he/she will invite the parents to a meeting, at which the Head of School will explain clearly what the academy policy is and seek to accommodate

the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. Parents will be given the DfE support pack for parents who withdraw their children for SRE as presented in the basic curriculum.

RRSA:

Within our SRE teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

SRE relates to the UNCRC articles:

Article 3 (equality): 'The best interests of the child must be a top priority in all things that affect children.'

Article 12 (freedom of expression): 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.'

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 16 (equality): 'Every child has the right to privacy.'

Article 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 19 (protection): 'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.'

Article 24 (equality): 'Every child has the right to the best possible health.'

Article 27 (equality): 'Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Article 34 (protection): 'Governments must protect children from sexual abuse and exploitation.'

Article 39 (protection): 'Children neglected, abused, exploited or who are victims of war must receive special help to help them recover their health, dignity and self-respect.'

Policy Review

This policy was first agreed in 2006, reviewed/amended in 2010, this review was completed in January 2015.

Next review will be January 2017.

Signed..... Head of School

Signed..... Chair of Local Governors

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