



Easterside Academy Sex, Relationships Education (SRE) Policy

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Introduction

We have based our school's sex and relationships education policy on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this 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. It is also about the teaching of sex, sexuality, and sexual health'.

Sex education is part of the personal, social and health education (PSHE) curriculum and Science curriculum in our school. When we inform our pupils through sex and relationships education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

Aims and Objectives

It is the policy of Easterside Academy:

- To assist pupils to develop their understanding and awareness of their own and others' physical, sexual and emotional development.
- To promote teaching about sexual behaviour which is set within a moral framework in which pupils are encouraged to consider the importance of dignity, self-restraint and responsible behaviour.
- To encourage a climate in which informed, sensitive and balanced discussion of personal relationships can take place.
- To meet the needs of all pupils through the provision of a balanced comprehensive and co-ordinated programme of personal. Social and health education within which teaching about sex and personal relationships can occur.
- To promote respect for, and appreciation of the values, ways of life and family traditions of different communities and religious groups in accordance with the authority's policy statement on education for a multicultural society.

Context

Sex Education should:

- Be set in the context of family life, loving relationships, and respect for others and within a moral framework.
- Take place within a school environment which promotes the development of personal responsibility and high self-esteem.

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- Provide knowledge to inform decisions through school years and adult life.

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people
- sex abuse, and what they should do if they are worried about any sexual matters.

having the knowledge and confidence to make informed decisions within their relationships with others and their own sexuality.

The overall implementation of sex education should be based on the following principles:

- It is essential that sex education is planned and co-ordinated, using available expertise and resources which have been evaluated. Sex education should be tailored to the age and the understanding of the pupils building upon the relationships which already exist between the teachers and pupils.
- The ideals and practices of loving human relationships should be established as the context for understanding the nature of sexuality and the process of human reproduction. These ideals include: self-restraint, dignity, respect for themselves and others, responsibility, sensitivity to others, loyalty, liking, loving and fidelity.
- Such ideals can be fostered through the encouragement of an open and honest interchange of ideas, the development of skills, understanding and attitudes including learning how to respect and show concern for others and for oneself.
- Ideally, sex education should contribute to the development of mature, responsible adults.

Organisation

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex and relationships education in our personal, social and health education (PSHE) curriculum, we also do some through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, 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.

In science lessons teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. 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 women. We always teach this with due regard for the emotional development of the children.

We give parents and carers of children in Year 5 and 6 the opportunity to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

The Role of Parents

Parents may withdraw their children from any or all parts of Easterside Academy's programme for sex and relationship education, other than those elements which are required by the National Curriculum Science order.

Parents will receive a letter outlining the delivery of any sex and relationships education programme. The Lucinda and Godfrey Relationships resources, are available to be used at the appropriate age and stage of development, as a core scheme for content coverage.

Parents will also be invited to come into school to talk to school staff/invited outside agency staff prior to the viewing of the Sex Education video seen by Year 5/6 pupils.

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, members of the Local Health Authority, such as the school nurse and other health professionals and support from the Teenage Pregnancy Service, give us valuable support with our sex education programme.

The Role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our Sex and Relationships Education Policy, and the policy is implemented effectively. It is also the Head teacher'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.

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The Head teacher liaises with external agencies regarding the school sex and relationships 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 Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Confidentiality

Teachers conduct sex and relationships education lessons in a sensitive manner, and in consideration of ECM. 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 head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Monitoring and Review

The Governing Body monitors our Sex and Relationships Education Policy. The Governing Body gives serious consideration to any comments from parents and the sex and relationships education programme, and makes a record of all such comments.

Resources

The Lucinda and Godfrey Relationships resources, are available to be used at the appropriate age and stage of development, as a core scheme for content coverage.