

Wrenthorpe Academy

Policy on Sex and Relationship Education

1 Introduction

PSHCE at Wrenthorpe Academy equips pupils with the knowledge and understanding, skills and strategies required to live a healthy, safe, productive, capable, responsible and balanced lives. PSHCE is a planned, developmental programme that makes a significant contribution to pupils spiritual, moral, social and cultural development, their behaviour and safety, and contributes to the schools statutory responsibility to promote pupils' well being; preparing pupils for the opportunities, responsibilities and experiences of later life.

The government's PSHE review concluded in March 2013 that the subject would remain non-statutory. The DfE stated as part of its guidance that 'All schools should make provision for personal, social, health and economic education, drawing on good practice'.

2 Aims and objectives

We teach children about:

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

Core theme 1: Health and Wellbeing

In Key Stages 1 and 2, pupils should be taught:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing.

Core theme 2: Relationships

In Key Stages 1 and 2, pupils should be taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

3 Context

We teach about sex in the context of the school's aims and values (see the values statement in the Curriculum Policy). While sex and relationship education (SRE) in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach sex and relationship education on the understanding that:

- it is part of a wider process of social, personal, spiritual and moral education;
- children will be taught to have respect for their own bodies;
- children will learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

4 The National Healthy School Standard

Wrenthorpe Academy has achieved the National Healthy School Standard, which promotes health education. It is a requirement of this standard that we:

- consult with parents and carers on all matters of health education policy;
- ensure that any staff members have received appropriate training;
- listen to the views of the children in our school regarding SRE;
- look positively at any local initiatives that support us in providing the best SRE programme that we can devise.

5 Organisation

While much of the sex and relationship education pupils receive will take place in PSHCE lessons, it is also linked to our broader curriculum in relevant subject areas such as science and PE. A commitment to equality for example, runs through the life of the school rather than this being a 'topic' which is covered in PSHCE alone. We believe this contributes significantly to children's knowledge and understanding of their own bodies, how they are changing and developing, and the impact of this for themselves and others. Pupils will develop the skills and strategies they will need in PSHCE to apply this knowledge in their own lives.

In PSHCE, we teach children about relationships, and we encourage children to discuss issues around health and hygiene. Pupils will negotiate and agree classroom ground rules for SRE topics to reinforce the confidentiality policy ensuring the pupils feel able to contribute freely to discussions and activities within these clear boundaries. 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. For example, we teach the children that boys' voices will change, and we explain menstruation to both boys and girls. 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 Year 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.

6 The role of parents and carers

The school is well aware that the primary role in children's SRE lies with parents and carers, we also know that the vast majority (88% in a NAHT 2013 survey) of parents support the delivery of SRE. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's SRE policy which can be found on the school website or can be requested from the school office;
- answer any questions that parents or carers may have about the sex and relationship education 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 school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have a legal right to withdraw their children from all or part of any SRE provided, with the exception of the biological aspects necessary under national curriculum science. A news letter will be sent home to inform the relevant parents that this topic will take place during the term and will invite the parent to contact the classroom teacher if they have any concerns. If a parent has concerns and would like their child to be withdrawn from sex and relationship education lessons, they should discuss this with the teacher/headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard. The school will offer parents in this situation materials to enable them to undertake this learning at home.

7 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, give us valuable support with our SRE programme. Other people that we call on include local clergy, social workers and youth workers.

8 Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in line with the schools confidentiality policy. Confidentiality will be discussed with the pupils prior to the lessons so that everyone understands these boundaries. To protect a child at risk of harm no one working with children in our school will agree confidentiality. 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 safeguarding issue. 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

Safeguarding issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding Children).

9 The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our sex and relationship education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training.

The headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its 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 the Governors

In 2006 the Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. Our Governing Body is dedicated to ensuring that this school strives to do the best for all its pupils. It is the school governors' statutory responsibility to provide an SRE policy in consultation with the parent body that reflects the values of the school community. Governors need to ensure that the policy is developed and made available to parents for inspection. They are responsible for monitoring its effectiveness, and should ensure that the policy is reviewed, developed and adapted to reflect the pupil population.

10 Monitoring and review

The Pupils and Standards Sub Committee of the governing body monitors the implementation of our sex and relationship education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Pupils and Standards Sub Committee gives serious consideration to any comments from parents and carers about the sex and relationship education programme.

This policy will be reviewed every two years or earlier if necessary.

Agreed areas of study:

| Topic | Key stage 1 | Key stage 2 |
|---------------|--|--|
| Relationships | <p>Pupils will have the opportunity to learn;</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise how their behaviour affects other people.</p> <p>The difference between secrets and surprises and the importance of not keeping adults secrets only surprises.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To share opinions on things that matter to them and explain their views through discussions with one other person and</p> | <p>Pupils will have the opportunity to learn;</p> <p>To recognise and respond appropriately to a wide range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship</p> <p>To develop the skills to develop and maintain positive and healthy relationships</p> <p>To be aware of the different types of relationships, including those between friends and families, civil partnerships and marriage.</p> <p>That their actions affect themselves and others</p> <p>To judge what kind of physical contact is</p> |

| | | |
|---|---|--|
| | <p>the whole class. To listen to other people and play and work cooperatively. To identify their special people and how special people should care for one another To judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond (including who to tell and how to tell them).</p> | <p>acceptable and how to respond The concept of 'keeping something secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view.</p> |
| <p>Health and Wellbeing Puberty & Hygiene</p> | <p>The importance of and how to maintain personal hygiene. About the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> | <p>How their body will change as they approach and move through puberty. The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. To understand human reproduction. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> |
| <p>Health and Wellbeing Support Networks</p> | <p>About people who look after them, their family networks and who to go to if they are worried and how to attract their attention.</p> | <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe to be wrong.</p> |

Policy updated April 2017