



# Ark Burlington Danes Primary Academy

## Sex & Relationship Education (SRE) Policy

Date of last review:	September 2015	Review period:	Bi-annual
Date of next review:	September 2017	Owner:	Headteacher
Type of Policy:	School	LGB/ Board approval:	LGB

Every pupil matters: Every lesson counts



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## INTRODUCTION

Our academy's policy on sex and relationship education is based on the DfE document 'Sex and Relationship Education Guidance' (DfEE 0116/2000). We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'sex education'.

In the DfE document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sexual relationships in a loving relationship, sexuality, and sexual health'.

Sex education is part of the personal, social, health and citizenship education (PSHCE) curriculum in our academy. When we inform our pupils through sex 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 education as a means of promoting any form of sexual orientation.**

The Sex and Relationship Education programme at Ark Burlington Danes Primary Academy reflects the school's Christian values and demonstrates and encourages the following:

Respect for self;  
Respect for others;  
Responsibility for their own actions;  
Responsibility for their family, friends, schools and wider community

## REVIEW OF THE POLICY

This policy will be reviewed bi-annually. It may also be reviewed and amended in consultation with all stakeholders in the light of events or experience. The stakeholders of this policy are pupils, staff, parents/ carers and the Local Governing Body.

Consultation and Review process

The consultation and reviews of the policy require input from:

- Academy staff responsible for co-ordinating the PSHCE Curriculum.
- Parent Forum
- The wider academy community (i.e. School Nurse)
- The academy senior leadership team.
- The academy governors.



## AIMS AND OBJECTIVES

We teach our pupils 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.
- Sexual abuse, and what they should do if they are worried about any sexual matters.

## CONTEXT

We teach about sexual relationships in a loving relationship in the context of the academy's aims and values. While sex education in our academy means that we give pupil 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 education on the understanding that:

- It is taught in the context of stable relationships and family life.
- It is part of a wider process of social, personal, spiritual and moral education.
- Pupils should be taught to have respect for their own bodies.
- Pupils should 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.
- Pupils need to learn the importance of self-control.

## ORGANISATION

We teach about sexual relationships in a loving relationship through different aspects of the curriculum. While we carry out the main sex education in our PSHCE curriculum, we also do some sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to pupils' knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHCE, science, PE and SRE we teach children about relationships, and we encourage pupils to discuss issues. We teach about the parts of the body, and how these work, and we explain to the pupils what will happen to their bodies during puberty. For example, we teach the pupils that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the



pupils to ask for help if they need it.

In science lessons teachers inform pupils 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 pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Pupils 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 6, we place a particular emphasis on health education, as many pupils experience puberty at this age. We liaise with the Local Health Authority, Health agencies and other ARK Schools about suitable teaching materials to use with our pupils 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 their 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 pupils.

We arrange opportunities for all parents and carers of pupils in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the academy uses in its teaching.

## INCLUSION

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### Pupils with Special Needs

We will ensure that all pupils receive sex and relationship education, and we will offer provisions that are appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## THE ROLE OF PARENTS/ CARERS

The academy is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of pupils at our academy, through mutual understanding,



trust and cooperation. To promote this objective, we:

- Inform parents and carers about the academy's Sex Education Policy and practice.
- Answer any questions that parents or carers may have about the sex 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 sex education in the academy.
- Inform parents and carers about the best practice known with regard to sex education, 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, pupils will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our academy. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear in writing which aspects of the programme they do not wish their child to participate in. The academy always complies with the wishes of parents/carers in this regard.

## 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 pupils 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 sex education programme. Other people that we call on include social workers and youth workers.

## CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a pupil 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 pupil 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 Headteacher will then deal with the matter in consultation with health care professionals (see Child Protection Policy).

## 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 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 about sexual relationships in a loving relationship effectively, and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the academy's sex education programme, and ensures that all adults who work with our pupils on these issues are aware of the academy 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.

## MONITORING AND REVIEW

The Local Governing Body monitors the impact of our Sex Education Policy on an annual basis.

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

## EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.