



Ark Ayrton
Primary Academy



RELATIONSHIP AND SEX
EDUCATION POLICY 2018/19

Policy Information

Named personnel with designated responsibility for Relationship and Sex Education

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018/19	S. Bennett-Acres	S. Kohli		P. Leonard
2017/18	S Bennett-Acres	T. Asiri		P. Leonard
2016/17	S. Bennett-Acres	T. Asiri	M.Gallagher	M.Gallagher

Policy review dates

Review Date	Changes made	By whom
Sept 2018	None	S Bennett-Acres

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I INTRODUCTION

- 1.1 Our academy's policy on sex and relationship education is based on the DCSF document 'Sex and Relationship Education Guidance' (DCSF 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 DCSF 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 and health education (PSHE) 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.**

1.2 Consultation and Review process

- 1.2.1 The consultation and reviews of the policy require input from:
- a Academy staff responsible for co-ordinating the PSHE Curriculum.
 - b The wider academy community (i.e School Nurse and Young Persons' Practitioner).
 - c The Academy Senior Leadership Team.
 - d The Academy Governors.

2 AIMS AND OBJECTIVES

We teach children about:

- a The physical development of their bodies as they grow into adults.
- b The way humans reproduce.
- c Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship.
- d The importance of family life.

- e Moral questions.
- f Relationship issues.
- g Respect for the views of other people.
- h Sexual abuse, and what they should do if they are worried about any sexual matters.

3 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 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 education on the understanding that:

- a It is taught in the context of stable relationships and family life.
- b It is part of a wider process of social, personal, spiritual and moral education.
- c Children should be taught to have respect for their own bodies.
- d Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- e It is important to build positive relationships with others, involving trust and respect.
- f Children need to learn the importance of self-control.

4 ORGANISATION

- 4.1 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 PSHE curriculum, we also teach some sex education through other subject areas (e.g. 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.
- 4.2 In PSHE, science and PE 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. For example, we teach the children that boys' voices will change during puberty and conception, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- 4.3 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 I, 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.

- 4.4 In Year 5 we teach puberty and in year 6 we teach conception and revise puberty, we place a particular emphasis on health education, as many children 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 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.
- 4.5 We send a letter home offering opportunities for all parents and carers of children in Year 6 to discuss this particular programme of lessons, should they wish to, to explain what the issues are, and how they are taught, and to see the materials the academy uses in its teaching.

5 INCLUSION

5.1 **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.

5.2 **Students with Special Needs**

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

5.3 **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.

6 THE ROLE OF PARENTS AND CARERS

- 6.1 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 children at our academy, through mutual understanding, trust and cooperation. To promote this objective, we:
- a Inform parents and carers about the academy's Sex Education Policy and practice.
 - b Answer any questions that parents or carers may have about the sex education of their child.
 - c 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.
 - d 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, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 6.2 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 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.

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, we may call on 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.

8 CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, 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 DOSC will then deal with the matter in consultation with health care professionals (see

Child Protection Policy).

9 THE ROLE OF THE HEADTEACHER AND PSHCE LEADER

- 9.1 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.
- 9.2 The PSHCE leader liaises with external agencies regarding the academy's sex education programme, and ensures that all adults who work with our children on these issues are aware of the academy policy, and work within its framework.
- 9.3 The PSHCE leader monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 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

II 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.