



## **Sex and Relationship Education Policy Statement**

Version: 1

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Approval: A Godfrey (Chair of Board)

\_\_\_\_\_ (signed)

Review Date: 1<sup>st</sup> September 2017

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## **School statement**

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to SRE is enshrined in the terms of the Education Act (1996).

## **Aims**

We try to ensure that children are able to develop a healthy attitude towards sexual matters by giving information and providing opportunities for discussion in appropriate contexts and at suitable times throughout the child's primary school life. Our programme of study for sex and relationship education contributes significantly to the outcomes of "Every Child Matters". We also aim to;

- to have the confidence and self esteem to value themselves and others
- to understand about the range of relationships, including the importance of family for the care and support of children
- to develop confidence in talking, listening and thinking about feelings and relationships
- to be able to name parts of the body and describe how their bodies work
- to be prepared for puberty
- to understand the consequences of their actions and behave responsibly within relationships
- to be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- to understand the role the media plays in forming attitudes
- to understand how safe routines can reduce the spread of viruses including HIV

## **Content & Organisation**

### **The Science Programme**

The human reproduction aspects of sex education will continue to be taught to Year 5 and Year 6 children as part of the school's science curriculum. This works on a two-year cycle. The programmes of study for science have been organised in order that the aspects related to Attainment Target Two, Life Processes and Living Things are taught to the children in alternate years. Following this system, sex education would be taught as part of a study of human body systems. This covers how the body works and the functions of various parts of it. The act of sexual intercourse would not be dealt with in isolation, and emphasis of sexual activity in context of loving heterosexual relationships will be stated. The staff will deal with no other examples of sexual relations in this context. If other questions do arise, such as the possible relationship between members of the same sex, staff will not go into further details.

### **The PSHE Programme**

In addition to those areas of sexual matters included in the science National Curriculum, we teach three main areas of sex education:

- relationships
- health, hygiene and safety
- physical change and development.

All three are integrated into topic work throughout a pupil's time in the school, with the third particularly addressed in Years 5 and 6 and linked to the science work. At all times children are taught appropriately for their age and maturity. We think it is important that the school and home work together, and that all adults concerned respond to the changing needs and experience of the children.

In year 6, towards the end of each term, one of the following topics is dealt with:

### **An Awareness of Contraception**

The aim here is to explain the purpose of it and increase awareness that different forms of contraception are available. A more detailed explanation of the use of condoms as a contraception method and the reduction of disease prevention by its use: e.g. AIDS.

## **An Awareness of Sexually Transmitted Diseases**

Here the aim is to know that such diseases exist and how their spread can be reduced.

## **Pupils to View 'Growing Up Video' On Puberty, Male and Female Development**

The school nurse may be involved with this.

The development of self-esteem, assertiveness and personal safety skills are crucial. Our PSHE programme includes care for others, skill in communication, decision making, citizenship and responsibility awareness. We believe children who are well informed, confident and positive are likely to learn effectively and feel secure.

## **Specific Issues**

### **Staff Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of staffs will not influence the teaching of SRE, all those contributing to the programme are expected to work within the aims listed above.

Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis). Sexual relationships involving children under 16 constitute a criminal offence. A sexual relationship between a member of staff and any pupil at the same school is a breach of that trust. Such behaviour will be regarded as gross professional misconduct on the part of the member of staff and will result in disciplinary action. If a decision is made to dismiss, this may also lead to a member of staff being barred from further employment in the education service by the Secretary of State.

### **Procedures for Pupil Withdrawal from SRE**

A pupil cannot be withdrawn from sex education where this is taught in the Science National Curriculum. Hence children who are withdrawn from PSHCE lessons will still receive biological information but not taught in the context of relationships. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that SRE could arise naturally from class discussion.

Children whose parents/carers exact their right to withdraw them from SRE will be temporarily transferred to an alternative class.