



# FRAYS

*Academy Trust*

## **Frays Academy Trust Sex and Relationships Education Policy**

**Date Ratified: May 2018  
Review Date: May 2019**

## Version History

Version	Date	Status and Purpose	Policy Author	Changes Overview
1	February 2015	Creation of Policy	Executive Headteacher	
2	May 2018	Review of Policy	Executive Headteacher	New SRE policy effective September 2019 – review policy May 2019. No further changes required at present.

## Approval

<b>Signed by Chair</b>	
<b>Date of Approval/Adoption</b>	
<b>Date of Review</b>	May 2019

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## **Sex and Relationships Education Policy**

### **Rationale**

Children come from both single and dual parent families, where family backgrounds are varied. Frays Academy Trust (the Trust) believes relationships are a core fundamental basic of human kind and we aim to deliver a balanced curriculum to all pupils to support their development. This includes the delivery of effective Sex and Relationship Education through a broad curriculum base, including PSHE and Science planning. We recognise that it is essential if young people are to make responsible and well informed decisions about their lives. We have endeavored to ensure that this subject is not delivered in isolation. We aim to ensure that our pupils develop the skills and understanding they need to live confident, healthy and independent lives.

### **Policy Formation and Consultation Process**

This policy was originally consulted on and adopted by the Governing Body of St Matthew's Primary School, a school in the Trust. The consultation has been used as direct approval for this policy in the Frays Academy Trust.

All staff members and governors will receive a copy of this policy. Parents will be informed of the policy and a copy will be placed outside the school office for parents to read.

### **Aims**

In the Trust, we aim to help our pupils develop the skills and understanding that will support them through their physical, emotional and moral development. We hope to encourage our pupils to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural, social, mental and physical development of pupils at school and within the society, preparing them for adult life.

All sex education in this school will be viewed as part of the school's total commitment to develop the whole child within a Christian context of love, faithfulness and forgiveness. The school views sex education as about rich relationships, growth and development within caring families and a society of responsible individuals who value others as themselves.

We are sensitive to the fact that children's environments may differ and acknowledge with the child that love and trust can be difficult, but we will stress within home and school that our development is more full and effective within a secure and loving environment.

We aim to introduce children to an awareness of their sexuality naturally and gradually, as part of the total learning process, which involves duties and responsibilities, joy and sorrow.

Children will be provided with accurate information at their level of understanding and a positive self-image will be encouraged from the first experiences within school.

The school accepts their part in the role of preparing children for the world in which they are to live and will be willing at all times, as well as providing a developmental programme of education, to answer honestly and carefully, any questions as they arise.

All teachers will actively participate in delivery of this curriculum area. Parental involvement will be welcomed and the policy will be discussed and amended regularly as required by the governors.

### **Links to other policies**

This policy also relates to the following policies

- ◆ PSHE
- ◆ Equal Opportunities
- ◆ Child Protection

### **What is Sex and Relationship Education?**

Sex and Relationship education is life-long learning about physical, moral and emotional development. It is about the teaching of sex, sexuality, and sexual health including respect, love and care. There are three main elements:

- ◆ Attitudes and values
- ◆ Personal and social skills
- ◆ Knowledge and understanding

The aim is that all three areas are taught in a balanced way through a broad and balanced curriculum.

### **The teaching of Sex and Relationship Education**

The school aims to provide a broad and balanced curriculum, which offers a structured development plan for the teaching of Sex and Relationship education through our PSHE, Citizenship and Science teaching. We also try to establish that account is taken of our ethos in literature selected for the school library, class libraries and key texts for the literacy hour. The subject is monitored by the PSHE Co-ordinator, but each class teacher has responsibility for presenting the subject in a balanced and sensitive manner.

The Governing Body is consulted on all issues concerning this subject and parents are offered every opportunity to consult the school if they wish.

Sex Education will be taught in the context of relationships.

The school recognises that children develop at different rates, but that many reach puberty during their time in Key Stage Two; also that they are bombarded from external sources (media, advertising etc) with information on sexual acts and encounters. Since our policy is developmental and progressive, it is expected that by Year 6, children will be ready to learn explicitly and accurately about their bodies in relation to sexual development and acts as a natural extension of previous knowledge.

The changes puberty brings, developmentally and emotionally will be thoroughly discussed and the facts pertaining to human reproduction will be presented carefully and sensitively. At this point parents will be invited to preview the Channel 4 videos on Sex Education before it is shown to the children so that they will be prepared to answer any questions that the children may raise at home

and have an understanding of the work the school is doing.

At all times the place of developing sexuality within family and peer relationships will be discussed and emphasis will be given to the school's commitment, as a Christian institution, that such use of sexuality should be within caring, responsive, long-term and well founded relationships.

Learning outcomes for Sex and Relationship education are taken from 'Sex and Relationships – Report from Ofsted, HMI 433 2002'

### **By the end of Key Stage One,**

Pupils will be able to:

- ◆ Recognise and compare the main external parts of the bodies of humans
- ◆ Recognise similarities and differences themselves and others and treat others with sensitivity
- ◆ Identify and share their feelings with others
- ◆ Recognise safe and unsafe situations
- ◆ Identify and be able to talk with someone they trust
- ◆ Be aware that their feelings and actions have an impact on others
- ◆ Make a friend, talk with them and share feelings
- ◆ Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- ◆ That animals, including humans, grow and reproduce
- ◆ That humans and animals can produce offspring and these grow into adults
- ◆ The basic rules for keeping themselves safe and healthy
- ◆ About safe places to play and safe people to be with
- ◆ Ways in which they are like and different from others
- ◆ That they have some control over their actions and bodies
- ◆ The names of the main external parts of the body including agreed names for sexual parts

Pupils will have considered:

- ◆ Why families are special
- ◆ The similarities and differences between people
- ◆ How their feelings and actions have an impact on other people

### **By the end of Key Stage Two**

Pupils will be able to:

- ◆ Express opinions, for example, about relationships and bullying
- ◆ Listen to, and support others
- ◆ Respect other people's viewpoints and beliefs
- ◆ Recognise their changing emotions with friends and family and be able to
- ◆ Express their feelings positively
- ◆ Identify adults they can trust and who they can ask for help
- ◆ Be self-confident in a wide range of new situations, such as seeking new friends
- ◆ Form opinions that they can articulate to a variety of audiences
- ◆ Recognise their own worth and identify positive things about themselves
- ◆ Balance the stresses of life in order to promote both their own mental health and well-being and that of others

- ◆ See things from other people's viewpoints, for example their parents and their carers
- ◆ Discuss moral questions
- ◆ Listen to, support their friends and manage friendship problems
- ◆ Recognise and challenge stereotypes, for example in relation to gender
- ◆ Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- ◆ That the life processes common to humans and other animals include growth and reproduction about the main stages of the human life cycle
- ◆ That safe routines can stop the spread of viruses including HIV
- ◆ About the physical changes that take place at puberty, why they happen and how to manage them
- ◆ The many relationships in which they are all involved
- ◆ Where individual families and groups can find help
- ◆ How the media impact on forming attitudes
- ◆ About keeping themselves safe when involved with risky activities
- ◆ That their actions have consequences and be able to anticipate the results of them
- ◆ About different forms of bullying people and the feelings of both bullies and victims
- ◆ Why being different can provoke bullying and know why this is unacceptable
- ◆ About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- ◆ The diversity of lifestyles
- ◆ Others' points of view, including their parents' or carers
- ◆ Why being different can provoke bullying and why this is unacceptable
- ◆ When it is appropriate to take a risk and when to say no and seek help
- ◆ The diversity of values and customs in the school and in the community
- ◆ The need for trust and love in established relationships

As far as possible, sex education will be delivered:

- ◆ Within the PSHE framework
- ◆ Within topics
- ◆ Through planned aspects of science
- ◆ Through stories and discussion

Mixed gender groups and single gender groups will be used as deemed appropriate and relevant. Due consideration will be given to respecting children's innocence and preventing embarrassment between siblings: particularly those of the opposite sex.

In delivering Sex and Relationship Education teachers should be aware of the strategies laid out in Section 4 of 'Sex and Relationship Education Guidance' DFEE 0116/2000, 'Teaching Strategies for Sex and Relationship Education'.

### **Resources**

The range of material used will be available for review on request to the Head of School. All resources are carefully checked using the equal opportunities criteria.

### **Specific Issues**

The school is committed to working with parents. Under the Education Act 1993, pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education contained in the science National Curriculum. Parents wanting to exercise this right are invited to see the Head of School. The Head of School will explore the concerns of the parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Pupils with special educational needs will be included in the sex education programme as far as possible with consideration being given to their requirements and understanding

Sex and Relationship Education will be sensitively planned to accommodate the needs of different ethnic groups.

### **Sex and Relationship Education Curriculum**

Sex and Relationship Education is taught through a cross-curricular approach. Years One to Four will generally be taught through PSHE and Science and will focus on Ourselves and Healthy Living. The more sensitive parts of the 'Sex and Relationship Education' Curriculum are covered in Years Five and Six and will follow the Channel Four video material. Year Five will focus on Puberty whereas the Year Six emphasis is on Relationships and Reproduction.

### **Confidentiality**

Legally the school cannot offer or guarantee absolute confidentiality – See school child protection policy.

We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported as appropriate. Ground rules are established at the beginning of all lessons. Appropriate vocabulary has been set down in the school policy.

### **Monitoring of the policy and curriculum**

The policy will be reviewed by the staff and governing body in line with the school self-evaluation cycle.

***Date of next review: May 2019***

Signed on behalf of the Governing Body \_\_\_\_\_(chairperson)