



Community First Academy Trust

Sex and Relationship Education Policy

Community First Academy Trust
Rivington Avenue, Platt Bridge, Wigan WN2 5NG
T. 01942 487973 | E. info@cfat.org.uk
www.cfat.org.uk

ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: November 2018

Planned Review Date: November 2020

Sex and Relationship Education Policy

1 Introduction

- 1.1 Our school's policy on sex and relationship education is based on the DFES document 'Sex and Relationship Education Guidance' (DfES 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 'SRE'.
- 1.2 SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.
- 1.3 SRE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through SRE 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 SRE as a means of promoting any form of sexual orientation or practices and it is delivered through an external, specialist provider. This policy is available to parents through the school website or in a paper copy upon request.

Dyslexia Policy Statement

The implementation of this policy will be flexible to take account of any learning differences experienced by pupils with physical, sensory, medical, communication and learning needs (including dyslexia) and for pupils with English as an additional language.

Nurture Groups

Nurture groups are part of the continuum of support provided within the school for children with Social Emotional & Behavioural difficulties.

Nurture groups are inclusive and contribute to the inclusive ethos of the whole school.

2 Aims and objectives

- 2.1 The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. We teach children 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;
 - developing skills for healthier and safer lifestyles;
 - communication skills and assertiveness skills to cope with the influences of their peers and the media.

3 Context

- 3.1 We teach about sex in the context of the school's aims and values. While 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 SRE on the understanding that:
- it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children 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;
- children need to learn the importance of self-control.

4 Organisation

- 4.1 We teach about sex through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also do some SRE 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 science lessons, in both Key Stages, 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.
- 4.3 In Year 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. If questions are raised specific to the age of sexual consent, children will be advised that the law in Britain prohibits sexual activity until the age of 16.
- 4.4 All parents and carers of children in Year 5 and Year 6 are given the opportunity to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school nurse uses in its teaching.

5 Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

6 The role of parents and carers

- 6.1 The school is well aware that the primary role in children's SRE lies with parents and carers. 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 and practice;
 - answer any questions that parents or carers may have about the SRE 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 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 SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Head of School, 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.

7 The role of other members of the community

- 7.1 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 sex education programme. A member of staff cannot promise confidentiality if concerns exist.

8 Confidentiality

- 8.1 SRE lessons are conducted 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 adult will take the reference seriously, and deal with it as a matter of child protection. Adults 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 designated person for safeguarding and child protection issues about their concerns. The Head of School will then deal with the matter in consultation with health care professionals (see also our policy on Safeguarding). A member of staff cannot promise confidentiality if concerns exist.

9 The role of the Head of School

- 9.1 It is the responsibility of the Head of School to ensure that both staff and parents/carers are informed about our SRE policy, and that the policy is implemented effectively.
- 9.2 The Head of School 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.
- 9.3 The Head of School monitors this policy on a regular basis, and the Local Governing Body, when requested, on the effectiveness of the policy.

10 Monitoring and review

- 10.1 The Local Governing Body monitors the impact of our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. They give serious consideration to any comments from parents and carers about the SRE programme, and make a record of all such comments.
- 10.2 The teaching and implementation of SRE will be monitored by The Humanities Lead.
- 10.2 This policy will be reviewed every two years, or earlier if necessary.