



# The Federation of Mowden Schools (Academy Trust)

## Sex and Relationships (SRE) Policy

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Approved by Chair of Committee:

Signature ..... Dated .....

Name..... *Alan Jones* ..... Dated... *5.3.19* .....

Approved by Chair of Governors:

Signature ..... Dated ... *15/02/19* .....

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

Sex and relationships education, taught as appropriate through the PSHE curriculum, is lifelong learning about the emotional, social, sexual and physical aspects of growing up, including relationships and human sexuality. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The PSHE Association "Sex and relationships education (SRE) for the 21<sup>st</sup> century" document issued in 2014 states that:

*"A comprehensive programme of SRE... gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline."*

We strive to enable children to make informed decisions and choices about their health and wellbeing which is reflected in the curriculum and experience delivered in our whole school approach.

This policy has been developed in consultation with the senior leadership team, the PSHE subject co-ordinator, school ambassadors, school governors and the LA Relationships Education and Sexual Health Coordinator. The policy ensures that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. The Governing Body are required to regularly review the policy.

The teaching of SRE in school meets the legal requirements set. We use the Lucinda and Godfrey scheme as a teaching resource throughout the school to teach SRE at an age appropriate level. We also have a broad and balanced curriculum which weaves aspects of SRE and PSHE throughout, which introduces children to experiences which encourage and promote respect for all.

We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. Parents are kept up to date when children engage in sensitive topics in SRE as we believe that engaging and involving parents and carers will enrich the education received by the children to benefit their understanding and attitudes.

## **Principles and Values**

At Mowden we base learning around knowledge and understanding of the world, by enabling children to be active partners in their own learning and to understand both their rights and responsibilities. When the curriculum is broad, balanced and enjoyable, all children can acquire information, develop skills and form positive attitudes to assist them throughout their life.

In addition, the Federation of Mowden Schools believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers
- Be accurate in order for children to have a clear understanding and appreciation for a variety of issues.

Sex and Relationship Education in this Federation has three main elements:

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;

- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- **Knowledge and Understanding** learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about the range of local and national health advice and support services.

**Aims** The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

### **Organisation and Content of Sex and Relationship Education**

The Federation specifically delivers Sex and Relationship Education through its PSHE Programme although aspects of it appear in others areas of the curriculum, for

example Science and RE. We use the published scheme of work 'Lucinda and Godfrey' to help deliver lessons. This helps us achieve continuity throughout both Key Stages. The scheme has been designed to be age appropriate and reflects the parts of the National Curriculum for PSHE and Citizenship that relate to SRE. This is illustrated at the beginning of each activity.

The objectives covered for each year group are available in the pack. An overview of the PSHE curriculum, along with other subjects, are available on our website.

Teachers generally deliver the PSHE Curriculum themselves with support from professionals where appropriate. The lessons are delivered throughout the year at the class teacher's discretion. If a teacher feels that some of the content is inappropriate for a particular cohort of children then they may adapt it to suit.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers receive appropriate CPD and guidance on sensitive issues. Teachers who are uncomfortable with the delivery of the subject are offered support from the year team or from the Science and PSHE co-ordinators who will help with planning if required. The school nurse is also available to help deliver sessions.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Informal assessment is carried out throughout lessons by teachers through various activities such as mind maps, quizzes etc.

## **Inclusion**

### *Ethnic and Cultural Groups*

We are 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.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, 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.

Teachers have good knowledge of the children in their cohort and alter teaching if necessary to cater for all children.

### **Right of Withdrawal of Students from Sex and Relationship Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We will inform parents of children in Year 5 and 6 when a topic of a more sensitive nature is being covered, such as puberty. Permission will be sought from these parents for their children to attend these sessions in Y5 and Y6. Where a child is removed, alternative arrangements are made. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

### **Confidentiality, Controversial and Sensitive Issues**

A child may wish to disclose information of a sensitive nature to a teacher as a result of a lesson taught. Teachers cannot offer unconditional confidentiality, as outlined in our child protection/safeguarding policy.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. If a child discloses such activity, this will be referred to the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to the Local Authority Duty Team.

### **Monitoring and Evaluation of Sex and Relationship Education**

Monitoring of all subjects is carried out regularly by co-ordinators and the SLT. Any policy will be updated as and when it is deemed necessary.

The Governing Body has delegated responsibility to the Pupil Progress and Curriculum Committee for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

The views of Key Stage 2 children are sought on an annual basis through the Healthy Lifestyle Survey (HLS) and results feed into curriculum development.