



# MARISH

## Academy Trust



# Sex and Relationships Policy

**Date:** February 2016

### **Summary**

This document sets out Marish Academy Trust's policy and practice with respect to Sex and Relationship Education.

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# 1 Policy

## 1.1 Introduction

Sex and Relationships Education (SRE) is part of the wider agenda of promoting positive relationships, well being and health for children and young people to which all members of Marish Academy Trust are expected to contribute towards. This policy and our schools' SRE programme will take into account national and local guidelines and will contribute to meeting local and national targets as described in strategies such as;

- Health and Wellbeing
- National Curriculum 2014
- Every Child Matters and vulnerable children/troubled families
- Inclusion
- National Healthy School Status
- Looked After Children
- School Based Health Services
- Slough Children and young people's Plan
- National Service Framework for Children, Children and young people and Maternity Service
- Child Protection

## 1.2 Our Shared Beliefs about SRE

- SRE is lifelong learning about ourselves – emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many community contexts: e.g. at home, at school and in youth settings.
- SRE is an entitlement for all children and young people. Difference and diversity must be taken into account when delivering SRE including: learning needs, family circumstances, race, culture, religion and gender
- SRE is most effective when provided in a wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social, health and citizenship education (PSHCE)
- SRE must enable children and young people to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices.
- Effective SRE is responsive to the specific needs of children and young people as individuals.

## 1.3 Entitlements

Schools and their partners are committed to working towards the implementation and development of the entitlements relevant to their organisation.

Within Marish Academy Trust we believe each and every child is entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets the needs of the individual young person
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner

- A well-planned, well-delivered SRE programme with appropriate follow up that is flexible to cater for their changing needs over time
- Be involved in developing and evaluating the content, delivery and timing of their SRE programme
- Education outside the formal curriculum which is appropriate to their individual needs.

Adults working with and for children and young people are entitled to:

- Access to high quality, up-to-date accurate information and resources, including updates on local and national strategies
- Mutual understanding of roles, responsibilities and organizational boundaries in relation to the planning and delivery of SRE
- The opportunity to contribute their views and ideas in support of the development of SRE for children and young people
- Professional guidance and support
- A named person for liaison when working with another organization
- Opportunities to share good practice
- Access to regular, up-to-date training
- Be informed about issues of confidentiality and how it affects them.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their child
- Information on how and when SRE is taught and delivered
- Understand their rights and responsibilities in relation to the SRE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas heard in a respectful, non-judgemental manner.

#### **1.4 Entitlement Curriculum**

The Entitlement Curriculum for SRE is included in this policy. It describes the elements of SRE which will be taught at or by the age groups described. The Entitlement Curriculum is wholly consistent with the National Curriculum and DfE's guidance.

#### **1.5 Implementation and Review**

Marish Academy Trust is committed to working towards the delivery of the Entitlements described in this policy and the provision of SRE as described. We will therefore continually reflect on our contribution to the provision of SRE and will continue to work in partnership to ensure the delivery of SRE that meets the needs of the children and young people in our care.

This policy will be reviewed collectively by school council, staff, parents and governing bodies at agreed intervals.

## **2 Implementing the SREP in Marish Academy Trust schools**

### **2.1 Introduction**

Our work in SRE is set in the wider context of our trust values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of secondary school and adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children and young people with opportunities to develop the necessary skills to manage their lives effectively, whilst safeguarding their own well-being and that of others.
- We help our children and young people to learn to respect themselves and others and move safely through childhood, towards adolescence and adulthood.
- We create a wider awareness of religious and moral values and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of SRE: PSHE, Child Protection, Behaviour and Anti- Bullying. This SRE policy will be made available to staff and parents on both schools' websites.

This policy is consistent with national guidance, in particular 'Sex and Relationship Education Guidance' DfE 2000. It also reflects recommendations from OfSTED, the National Healthy Schools Standards and the National Curriculum 2014 requirements.

### **2.2 Our Aims for SRE**

In SRE delivery we aim to enable children and young people to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health as they grow up
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- be aware of and value their developing sexuality
- develop the skills to enable effective communication and negotiation within relationships

- have a say in the nature, range and timing of their SRE
- access additional advice and support

### 2.3 Delivering Entitlement Curriculum for SRE in our School

We understand the importance of ensuring that all children and young people in our school receive their entitlement to SRE and so carefully consider gender, culture and background when planning SRE.

We consider SRE to be a continuous process of learning. All adults working with children and young people have a part to play in supporting the delivery of SRE. The objectives of the SRE Curriculum will be primarily delivered in:

- PSHCE through designated lessons, circle time, focused events, health weeks, conference days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the School Nurse, social skills groups, involvement in schools trips and adventurous activities.

We understand that at times children and young people will benefit from varying methods of delivering the SRE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children and young people more effectively.

### 2.4 Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working within the school to respond appropriately to a young person's request for information and advice. All staff will be aware of the guidance on responding to children and young people's questions and will be encouraged to access support from colleagues where necessary.
- The SRE curriculum will primarily be delivered by class teachers in Yr 6
- Those delivering SRE will have responsibility for assessing children and young people's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHCE Leader and senior leadership team (SLT).
- The Executive headteacher and SLT are responsible for reviewing and evaluating SRE within the school
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHCE Co-ordinator or other experienced senior leaders who will, with support, provide lesson plans and activities for colleagues, plan INSET to meet staff needs and liaise with visitors who support the delivery of SRE.
- Governors hold responsibility for the SRE policy and will be assisted in implementing it by the Executive headteacher/PSHE Co-ordinator/ SLT and whole staff team.

### 2.5 Teaching Methodologies

**Ground Rules:** It is essential that SRE is carried out in a safe, non-judgemental environment where adults and children and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in SRE as children and young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated aims for SRE as outlined in this policy.

Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals.

When answering questions, we shall ensure that personal revelation of sexual behaviour or attitudes by adults or pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection teacher in line with school policy.

## 2.6 Inclusion

We understand the importance of ensuring that all children and young people in our schools receive their entitlement to SRE. As mentioned earlier, we carefully consider gender, culture, learning needs, level of maturity and background when planning and delivering SRE.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all, we will encourage respect and discourage exploitation.

In relation to those with special educational needs, we review our SRE provision to ensure that all those with additional needs are provided for. When working with children and young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and positive body image
- Clarity about sources of support for pupils

## 2.7 Resources

The basis of our SRE Scheme of Work is based on the Folens PSHCE scheme. However we avoid a 'resource led' approach to delivering SRE, instead focusing on our planned learning objectives and carefully evaluating teacher resources, leaflets or videos, before using them. We always select resources which:

- Are consistent with the Entitlement Curriculum for SRE
- Relate to the agreed aims and objectives of this policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children

- Appeal to adults and children and young people
- Are up-to-date in factual content
- Are produced by a reputable organization
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning

## **2.8 Use of Visitors to Support SRE**

In our school, we believe that SRE is most effectively taught by those who know our children and young people well and are aware of their needs. We encourage visitors to our school who may complement, but never substitute or replace, planned provision. We will work closely with visitors to ensure that the needs of our children and young people are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be accompanied by a member of staff.
- The school will be aware of whether visitors are CRB checked and arrangements will be made to accompany them as appropriate.
- All visitors supporting the school in the provision of SRE will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the teacher, taking account of the age and needs of the group and the context of the work within the PSHCE programme.
- Visitors will be reminded that whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the teaching staff beforehand.
- The contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

## **2.9 Confidentiality**

In our schools we have a clear and explicit guidelines relating to confidentiality which are outlined in the Child Protection Policy and in the Trust's safeguarding statement and which are listed below:

- Staff are unable to offer absolute confidentiality.
- We will reassure children and young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm.
- Children and young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

## **2.10 Child Protection**

We recognise that because effective SRE will alert children and young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to



abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **2.11 Sexually Active Children and young people**

On the extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult, it is clearly a serious child protection issue. The designated member of staff will follow Child Protection Procedures and seek advice from the relevant agency.

### **2.12 Staff Training**

Teaching SRE can be very rewarding, but we understand that in order to feel confident, staff need opportunities to explore how they feel about the issues and to share worries and concerns. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Entitlement Curriculum for SRE and achieving our aims for SRE. We will also encourage the sharing of good practice and training in order to develop skills in appropriate, participative teaching methods. Those with special responsibility for the development of SRE will be offered opportunities to consult with advisors, attend training and network with other schools.

### **2.13 Role of Governors**

This policy describes the governors' views on how SRE will be delivered in addition to requirements of the National Curriculum. It is also the responsibility of the governors to ensure, through consultation, that the SRE policy reflects the wishes of the parents and the views of the community they serve. It is the responsibility of governors to ensure that the policy is made available to parents. In order to facilitate this process the SRE policy will be available on both our schools' websites for parents.

### **2.14 Children and young people's Participation**

We consider it essential to ensure that our SRE programme meets the needs of the children and young people it is intended for. In order to achieve this we will involve children and young people in the evaluation and development of their SRE in ways appropriate to their age.

- a. We will refer to the results of the Health Related Behaviour Survey for our Trust schools /Local Authority
- b. We will encourage children and young people to ask questions as they arise by providing anonymous question boxes.
- c. We will ask children and young people to reflect on their learning and about their perception of the strengths of our SRE programme and the areas to be further developed.

### **2.15 Working with Parents/Carers and our School Community**

We are committed to sharing our role as SRE educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that children and young people may prefer to receive information about SRE from their parents and carers.

Therefore we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- a. Informing parents and carers in letters of forthcoming SRE topics
- b. Inviting parents to review resources and activities used in SRE
- c. Making the SRE policy available to parents on the website.
- d. Gathering parents' views on the SRE policy and taking them into account when it is being reviewed
- e. Informing parents and carers about the SRE programme as their child joins the school through the school prospectus.
- f. Providing supportive information about parents' role in SRE
- g. Inviting parents to discuss their views and concerns about SRE on an informal basis

Parents and carers have the right to withdraw their children from all or part of those elements of SRE which are not included in the statutory national curriculum.

Any parent or carer who wishes to withdraw their child from SRE should in the first instance contact the Headteacher to discuss the matter. Parents or carers will be asked to reconfirm their decision in writing each year.

### **2.16 Monitoring and Evaluating SRE**

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body. Information will be gathered from the Headteacher, the PSHCE Leader and parents to inform judgements about effectiveness.

The effectiveness of the SRE curriculum (as stated in this policy) will be monitored and evaluated by SLT. SLT will gather information from children and young people, staff and parents about the SRE curriculum, using a variety of tools, including pupil self evaluations, assessment activities, parent questionnaires and staff views.

## **3 Sensitive Issues**

### **3.1 Puberty**

We teach about puberty in Years 5/6, in accordance with the Entitlement Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it.

We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Girls are taught in advance to seek the help of any female member of staff who will respond to such requests in a helpful way without embarrassment.

### **3.2 Contraception**

We will not include lessons on contraception in our SRE curriculum. However, we recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or misconceived) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

### **3.3 Abortion**

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries.

### **3.4 STI's and HIV/Aids**

We will not teach directly about STI's or HIV/AIDS, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. We will discuss the different ways diseases might be spread and steps a child might take to reduce their spread. Some children will be aware of STI's or HIV/AIDS and may ask questions about it in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries.

### **3.5 Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure that SRE meets the needs of all our pupils. We will not teach directly about sexual orientation, but acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice.

If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti Bullying Policy.

# Appendix A - The Entitlement Curriculum for Sex and Relationships Education

## Foundation Stage and Key Stage 1(Year1/2)

### Age 3-5

Find out about and identify some features of living things, objects and events they observe, for example:

- the ways adults care for children
- basic hygiene routines, including toileting and washing
- dress and undress independently and manage their own personal hygiene
- describe their own appearance, including body parts
- value their body, physical achievements and capabilities
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others
- some ways of being a good friend
- recognise the importance of keeping healthy and those things which contribute to this
- respond to a range of experiences, showing a range of feelings when appropriate
- be able to identify when and how to say 'no' and 'stop'

### Age 5-7

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- recognize and compare the main external parts of the bodies of humans
- recognize similarities and differences between themselves and others and treat others with sensitive
- know some diseases are spread and how to control them
- about the process of growing from young to old and how people's needs change
- the names of the main external parts of the body including agreed names for sexual parts
- understand they have rights over their own body
- recognize their responsibilities and how these have changed
- follow basic rules for keeping themselves safe and healthy
- value their own body and recognise its capabilities and uniqueness.
- how families are special for caring and sharing.
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- recognize similarities between themselves and their peers
- why families are special and how they care for each other

## Key Stage 2 (Year 3/4/5/6)

### Age 7-9

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- name the main external parts of the human body, including scientific names for sexual parts
- understand the physical differences between males and females
- understand how their responsibilities will change in the future
- carry out regular personal hygiene routines
- who has responsibility for their personal hygiene and who will have responsibility in the future
- the responsibilities parents have for babies
- perceptions of being 'grown up'
- consider ways they affect and are affected by their special people
- be able to listen to and support their friends and manage friendship problems
- be able to recognize unwanted physical contact and ways of stopping it and getting help
- be aware of other people's lifestyles and beliefs
- personal responsibility for personal safety and behaviour

### Age 9-11

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread
- about the physical changes that take place at puberty, why they happen and how to manage them
- understand that physical changes take place at different rates for different people
- Know the facts of the human lifecycle, including sexual intercourse
- recognize their changing emotions with friends and family and be able to express their feelings positively
- recognize and challenge stereotypes, for example in relation to gender
- recognize the pressure of unwanted physical contact, and know ways of resisting it.
- the diversity of lifestyles
- others' points of view, including their parents' or carers
- the need for trust and love in established relationships.
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together
- the many relationships in which they are involved
- where individual families and groups can find help
- about keeping themselves safe when involved with risky activities
- understand how self-confidence and assertiveness can help them keep themselves safe
- what makes a healthy lifestyle, what affects mental health and how to make informed choices
- respect other people's viewpoints and beliefs

- 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
- see things from other people's viewpoints, for example their parents and their carers
- listen to, support their friends and manage friendship problems
- 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
- value themselves and identify positive things about themselves.

#### 4 Revision History

Version	Date	Author	Comments
1.0	18/01/2012	HT	
2.0	22/02/2014	Exec HT	
3.0	January 2016	Exec HT	

#### 5 Approval History

Version	Approved	Comments
1.0	18/01/2012	
2.0	10/03/2013	
3.0	February 2016	