

We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of the Heartwood academy when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.

Heartwood Church of England Academy Trust

Hear⁺wood
Church of England Academy Trust



Sex and Relationship Education Policy

Policy Owner: Heartwood Headteachers

Version no: 2

Date Revised: Spring 2018

Next Review Date: Spring 2021

Sign off signatory: Chair of MAT Board

Context

The Heartwood Church of England Academy Trust was established in September 2013 and consists of Austrey, Newton Regis, Warton Nethersoles and Woodside Church of England Primary Schools. The academy aims to provide outstanding education for children in the local area within a Christian context.

Introduction

- *All schools must have an up to date SRE policy which is made available for inspection and to parents. The policy must:*
 - *Define sex and relationship education;*
 - *Describe how sex and relationship education is provided and who is responsible for providing it;*
 - *Say how sex and relationship education is monitored and evaluated;*
 - *Include information about parents' right to withdrawal; and*
 - *Be reviewed regularly*

Sex and Relationship Education Guidance (DfEE 0116/2000)

Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships and is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education teaches children to make sexually responsible choices and enables them to be more assertive and positive.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE and Citizenship programme and the schools' Christian values and ethos. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others.

Process for Policy development

- The SRE policy initial draft was written by the head teachers of the four schools.
- This was then shared, discussed and redrafted as appropriate with staff from all of the schools.
- Each governing body was also asked to discuss the policy, which was redrafted as appropriate.
- A parents' evening was held to provide an opportunity to share and discuss the policy with parents.

The final version of the policy was then shared with all staff, governors and parents and is available on the schools' website.

Aims and Objectives for Sex and Relationship Education

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. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To develop their confidence to be participating members of society and to value themselves and others
- To develop an awareness of diversity within families
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science and parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- describe the changes as humans develop to old age
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

At Heartwood we use the '**Spring Fever**' scheme to teach SRE.

The teaching package is designed to provide support for children from reception to year 6 in their relationships and sexual health development, in an age-appropriate manner, which will enable them to develop into individuals who: respect both themselves and others, are aware of their own and other people's feelings, wishes, opinions and capabilities and can increasingly make better decisions in the area of relationships and sexual health.

The scheme is divided into four main themes which are built upon each year;

- Physical development and self-image
- Reproduction and family forming
- Social and emotional development
- Sexual assertiveness

This content has been agreed in consultation with governors, parents and teaching staff.

The schools also deliver the 'Taking Care' resources each year and staff have been trained to deliver protective behaviours (helping children learn to keep themselves safer) to all children. This is delivered annually through direct classroom teaching in the spring term and is implicit in the ways which children are encouraged to develop strategies for keeping themselves safe, throughout the school year. This includes giving children clear information about body privacy and using language for body parts that will not be misunderstood.

The organisation of Sex and Relationship Education

Each school has a designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is monitored and evaluated by the schools' leadership teams as part of the schools' development plans.

Specific Issues

- **Parental consultation**

The school includes information on SRE in the school prospectus and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science and alternative

work would be set. However this rarely happens as by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

If this occurs, the staff member will inform the Head Teacher / Designated Child Protection person in line with the Child Protection policy. A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **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.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for SRE.

The school will assess the effectiveness of the aims, content and methods in promoting children's learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Any change will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.