



Sex and Relationship Education Policy

Introduction

Sex and Relationships Education is an important element of the Academy’s work in preparing children for adult life. We are committed to helping children understand the importance of loving and caring relationships and how to recognise, avoid and prevent abuse within relationships. The teaching and learning in this area is designed to promote the development of children into self-confident, healthy, and responsible adults.

Responsible Persons

The Deputy Head Teacher is responsible for ensuring that this policy is implemented in the Academy.

Relevant Legislation

Local Authority’s Education Reform Act section 7.

Associated Policies

Safeguarding, Equal Opportunities and Child Protection Policies and Procedures

Rationale

Sex and relationship education is not just about reproduction and sexual health. Whilst these are important, it must also take account of sexuality, gender, roles and responsibility. Sex and relationship education is about enabling children to act responsibly in making and maintaining relationships with others and to feel good about themselves and the choices they make. Many of the resources we use are based upon the channel 4 DVD all about us series, “Living and Growing”. Parents are informed when their class will be studying this part of the curriculum and there is an opportunity for parents and carers to discuss the content. Parents views are taken into account and adjustments maybe made.

Pupils at our Academies are encouraged to consider the moral, social and safety issues related to sex and relationships and to be prepared for the physical and emotional changes they will face as they enter puberty and adulthood. We encourage children to feel comfortable with open and frank communication.

The SRE programme at Four Acres Academy reflects the Academy’s ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Aims

This policy is a working document, which provides guidance and information on all aspects of SRE in the Academy for staff, parents/carers and governors.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

It is the aim of the staff and governors that through a programme of health and sex education delivered in partnership with parents, pupils in this Academy will:

- Develop healthy lifestyles including good patterns of behaviour and responsible attitudes
- Be prepared for some of the experiences and responsibilities of adult life
- As young people and later as adults, make informed decisions about lifestyles and relationships
- Cope with the physical and emotional changes of growing up
- Be presented with facts in an objective and balanced manner
- Develop their own considered morals and values

Equal Opportunities Statement

The Academy is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of the children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions when children with Special Educational Needs and Disabilities are given extra support.

Content

At Four Acres Academy we use the Channel 4: Living and Growing SRE programme. The following areas are taught across the school at the appropriate level for the children involved:

- Growing and changing
- Similarities and differences
- Feelings and emotions
- Naming body parts
- Keeping safe
- Keeping clean and healthy
- Family and friends
- Choices and consequences
- Gender stereotypes

Program of Learning

The following table gives a brief overview of subjects that may be taught/discussed in each year group.

Year Group	Areas that maybe covered (parent consultation may influence some aspects)
Nursery	To know it is OK to express their feelings. To express themselves politely and in an assertive way. To understand personal space.
Reception	To be able to talk about my family and friends. Basic hygiene to keep our bodies clean.
Year 1	Recognise physical differences between girls and boys. Name parts of the body.
Year 2	The lifecycle of a human. <i>Name parts of the body.</i>
Year 3	Know about changes as we get older, how the body changes. <i>Name parts of the body</i>
Year 4	Know how babies are made and names of relevant body parts involved. Recognise risk in situations and behave responsibly. Make real choices. Recognise when they feel safe and people to be safe with. Aware of different types of relationships. Skills needed to create effective relationships.
Year 5	Understand that everyone is different and respect this. Realise nature and consequences

	of racism, prejudice, inequality, aggressive behaviour. To challenge stereotypes. To develop good relationships and be aware of others feelings. Know the changes that take place in boys and girls during puberty. Understand the implications of personal hygiene. Recognise like and dislikes, what is fair and unfair and what is right and wrong.
Year 6	Understand what makes relationships work. Aware of different types of relationships. Consolidate knowledge children have learnt about puberty. Consolidate children’s knowledge about sexual relationships.

Many of the relationship issues are taught within other subjects in our cross curricular curriculum. For instance during a topic on chocolate children are taught about cleaning teeth. Relationships, particularly friendships and conflict is discussed frequently. During term 4 the whole Academy look at “Knowing Me, knowing You” where there is an emphasis upon self- awareness and how we affect others around us, this includes conflict resolution.

Working with Parents

The Academy is committed to working with parents and they will be notified annually via the class curriculum letter as to the nature of health and sex education teaching for that year. Under the Education Act 1993, pupils can be withdrawn by their parents from that part of the sex education programme, which lies outside of the compulsory elements of the science national curriculum.

Parents wishing to exercise this right are invited to see the Executive Head Teacher, who will explore the concerns of the parents and the possibility of adjusting the programme or approach. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Confidentiality and Child Protection Issues

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child is believed to be at risk or in danger or involved in sexual activity then the member of staff involved will report concerns to the named Child Protection Officer who takes action in accordance with the Safeguarding and Child Protection Policy. All staff are familiar with the policy and know who the designated Child Protection Officer is.

Policy Monitoring

The Deputy Head teacher and teachers teaching sex and relationship education are jointly responsible for ensuring that the policy requirements are met and that a varied response to the aims are met. This policy will be reviewed on a bi-annual basis or when there is a change of legislation, whichever is sooner.

This policy and procedure was adopted by the Directors on: Date / /
Signed:

Director 1 Robert Lane Director 2 Adam Lane

Signature: Signature:

Date: Date

This policy and procedure was published on: Date 25/ 03 / 16 Signed: R Barfoot

This policy and procedure is due for revision on : Date March 2017