

SEX & RELATIONSHIPS POLICY



Latest review undertaken on 19th January 2012

By the Curriculum Sub-Committee

Ratified by the Full Governing Body on 23rd February
2012

Next review: Summer term 2012

Rationale

Sex and Relationships Education (SRE) describes the teaching and learning we offer to the young people in our Academy, helping children to understand their own and others sexuality and to develop skills for relationships and informed decision making.

We believe that SRE is the entitlement of all young people and we are committed to deliver within the context of a broad and balanced programme of health education, supporting them in learning about different faiths and cultures and underpinned by values promoting equality and respect.

Aims

SRE in this school will contribute to the requirements of the DfEE guidance (2002), the recommendations from the OFSTED report, 'Sex and Relationships' (2002) and will be firmly rooted within the framework for Personal, Social, Health Education (QCA, PSHE 2000). It is also in line with recommendations for best practice, as part of the National Healthy School Standard. Please see <http://www.qcda.gov.uk/7203.aspx> In our Academy we aim through implicit and explicit learning experiences to:

- Ensure that Sex and Relationships Education is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way.
- Foster self esteem and respect for others as the cornerstone of good health education and of therefore, good relationships education.
- Nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for young people as they grow and mature.
- Ensure young people have the ability to accept their own and others' sexuality
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any abuse
- Generate an atmosphere where questions and discussion can take place without embarrassment.
- Adopt a whole school approach to SRE
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of life.

The Academy will work towards this aim in partnership with its young people and parents.

The aim of the SRE policy is to clarify the content and the manner in which SRE is delivered in this school.

Teaching and Learning

Within the taught and broader curriculum, children will be given frequent and regular opportunities to work on feelings and practise personal and interpersonal skills.

We value and respect the learning that occurs in the community and in the home, believing that these, alongside academy links, are essential dimensions of education.

It is important to involve, whenever possible, and certainly to inform parents. Parents have the right to withdraw their child from SRE provided outside the National Curriculum Science.

SRE has three main elements:

1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of the children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding emotions and relationships

What is Taught

- Relationships and emotions
- Puberty during and beyond Year 4

For more detail see termly curriculum letters and medium term planning.

Organisation

- Co-ordination of SRE comes under PHSCE. Is essential to ensure continuity, progression and evaluation. The work is co-ordinated by the Principal and Key Stage 2 Leader

Delivery

Is planned within science, Personal Social Health and Citizenship Education (PSHCE) and Religious Education (RE) curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum (NC) subjects.

Within this category, as long as any discussion takes place within the context of the National Curriculum subjects, it will not be deemed to be part of the SRE programme and therefore not subject to the parental right of withdrawal.

Teaching Approaches

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.

Staffing

Importance of staff feeling comfortable with, and knowledgeable about the subject matter; training for staff; support through school in-service training; staff asked to teach within the academy's value framework.

Confidentiality and Advice

Further information is provided in the confidentiality section of this document.

This will include:-

- Reassuring children that their best interests will be maintained
- Encouraging children to talk to their parents or carers and giving them support to do so
- Ensuring that children know that teachers cannot offer unconditional confidentiality
- Reassuring children that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, following the school's Child Protection Procedure
- Using ground rules in lessons, e.g. confidentiality in lessons and no personal remarks.

Relationships

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms.

They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

Parental Partnership

Hadrian Academy works in partnership with parents and through its shared values and openness will keep parents informed of PSHCE content in advance via the children curriculum maps. These can be found on the website.

Monitoring and Evaluation

- SRE will be monitored by the subject leader & Key Stage 2 Leader Despo Coney following the SEAL programme

- Andrew Meadows is the link governor.

Links to Other Policies

PSHCE

Equal Opportunities

Child Protection

Anti-bullying

These can be found on the school website.

Policy review

This policy is reviewed annually. The next review will be Spring 2013.