




ACADEMY SEX AND RELATIONSHIPS EDUCATION POLICY

Document Control Table

Title	Academy Sex and Relationships Education Policy
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ACADEMY SEX AND RELATIONSHIPS EDUCATION POLICY

At Perry Hall Multi-Academy Trust (PHMAT) we believe that our pupils need to be educated in sex and relationship issues as part of the curriculum

In particular we feel it is appropriate for there to be an emphasis on relationships.

Principles

It is important that from an early age that pupils are aware of their own bodies and feelings. They need to be educated about any changes that may occur and to become comfortable with these.

In order for this to happen and for pupils to grow into mature, confident adults they need a well planned programme of Sex and Relationship Education starting with a focus on friendship, anti-bullying and building of self esteem. This then leads to knowledge about puberty, through the implementation of Wolverhampton Local Authority's recommended puberty pack, before they experience the onset of physical change.

Aims and Objectives

- To impart and increase factual knowledge about the human body and sexual nature, correcting any misinformation they may have.
- To prepare young people for adult life by following an age appropriate programme of sex and relationship teaching.
- To develop young people's confidence and self-esteem enabling self respect and control over their own bodies and their own lives.
- To develop skills, knowledge, attitudes and values linked to learning outcomes and the National Curriculum Science, PHSE and Citizenship.
- To encourage respect and responsibility for self and others.
- To enable young people to make informed decisions which are relevant to their lives and well being.
- To assist parents in the difficult and changing roles of educating their children about sexual matters.

Support from Outside Agencies

The School Nurses will play an important role in delivering the SRE programme. The Heads of School and PSHE co-ordinators will also play key roles in ensuring correct practise is followed.

Links with Year 7 teachers are established to promote successful transition from primary to secondary school.

If visitors are invited into the schools to deliver aspects of SRE it must be in the presence of the class teacher to ensure that the schools' code of practice and confidentiality policy are adhered to.

Confidentiality and Child Protection

The policies for SRE, Child Protection and Confidentiality complement each other as they are integral in the teaching of SRE.

If there is a time when a child wishes to confide in a member of staff the above policies must be followed and any information passed onto the designated teacher. Staff members should make pupils aware that they cannot guarantee confidentiality and of the procedure they must follow. The designated teacher must then decide what action to take and whether to involve outside agencies depending on the information received in order to protect the child.

Outline Content/Framework for Sex and Relationship Education

At each Key Stage SRE should be considered in the framework of;

- Me and how I care for myself
- Me and how I relate to my family
- Me and how I relate to other people.
- Me and how I relate to the wide community.

The Delivery of Sex and Relationships Education

The delivery of lessons is designed to give pupils a chance to explore and investigate the subject in several ways across the curriculum.

The content to be included will be;

- Factual information
- The examination of values and attitudes
- Relevant skill identification and practise
- Support that is available

Foundation Stage

At this early stage in education children need to become confident and independent. The role of staff as a model for this is vitally important as is liaison with parents/carers.

- Ourselves – Being part of a family
 - Growing up babies – adulthood)
 - People who help us
 - Personal hygiene
 - Naming body parts
 - Sharing, caring and respect
 - Emotions
 - Caring for animals

Key Stage One

- Understand the concept of growing from young to old, the stages of human development, growing and ageing.
- Understand the concept of developing in different ways and at different rates.
- Be aware of the parts of the body and what they do and the language used for them.
- Understand what it means to be male and female. Appreciation of differences of gender roles.
- Be aware of simple practises to maintain personal safety. Dangers that may be met.
- Families and friends. Why are they important? How do they differ?
- Feelings and moods. What makes us feel the way we do? How do people get on with each other?
- How life begins – animals, plants, humans,
- Caring for ourselves and others. What do we need? How do we do it?
- Encouraging self-esteem.
- Communication skills.
- Hygiene.

Key Stage Two

- Growing up, changes within our bodies. What happens and why? E.g. periods, wet dreams. How do we feel about the changes?
- Keeping healthy. What do we do to our bodies to either keep them healthy or from harm. How are we responsible for ourselves?
- A simple understanding of the immune system.
- Basic knowledge about first aid skills and procedures.
- How babies are born.
- Emotions and how we express our feelings appropriately – reacting to teasing, bullying etc.
- Risk taking and the influences on us. Secrets and sharing them.

- Decision making. Difficult situations in which we can find ourselves and skills to overcome these e.g. assertiveness.
- Families, friendships and relationships.
- Role models in families. Parenting skills. Gender roles.
- Differences in lifestyles due to circumstances, custom race or religion.
- Rituals at life events e.g. birth, puberty, marriage or death.
- Differences in sexuality.
- Fostering a positive self-image.

Parental Involvement

Year 6 children will consider the reproduction system in some depth with the aid of the DVD, puberty pack and the School Nurse. Parents will be informed of any material and content that will be used and will have the option to withdraw their children if they feel it inappropriate for them to be involved.

At Perry Hall Multi-Academy Trust we are fully aware of the high teenage pregnancy rate in Wolverhampton and acknowledge the importance of teaching a comprehensive programme of Sex and Relationships Education from an early age (as described in this policy) in order to fully inform children on issues of sex and relationships.

Staff Referral Procedure

If staff have queries or issues they wish to raise they should seek assistance from the following people;

SEN issues – SENCos

Child Protection – Designated Teachers

Health concerns - SENCos

Staff grievance – Heads of School/Headteacher

Pupil Referral Procedure

Pupils should be made aware of the route to take if they have a concern or query over bullying, health, personal and social or any other matters that are of concern to them. Pupils would normally discuss any concerns with the class teacher.

However if pupils are not comfortable with this they should be made aware that they can raise their concerns with any adult employed by the schools.

Child Protection, Drugs, SRE, Confidentiality policy guidelines should be closely adhered to by staff when dealing with any such incident.

Responsibilities

The Heads of School/Headteacher will oversee all aspects of this policy along with the PSHE coordinators and all other teaching and non-teaching staff.