

Sex and Relationships Education Policy

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Approving Body	Trust Board
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Owner	Trust Business Director
Applies to	All Trust Schools, all Trust staff

Version	Date	Reason
1.0	2015	To establish a Trust wide policy

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal, Social, Health and Economic (PSHE) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The Department for Education (DfE) specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This policy is informed by existing DfE guidance on **Sex and Relationships Education**

Wimborne Academy Trust (the Trust) is committed, to demonstrating and encouraging in its pupils the following values:-

- respect for self;
- respect for others;
- responsibility for one's own actions; and
- responsibility for one's family, friends, schools and wider community.

The Trusts schools are committed to the provision of Sex and Relationships Education (SRE) to all its pupils. The schools' programme aims to respond to the diversity of cultures, faiths and family backgrounds in society.

Sex and Relationships Education (SRE)

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 children and young people to make responsible and informed decisions about their health and well-being.

It is important to note that the SRE within schools sit within the school's values framework and is considered vital to do this work in partnership with parents and carers.

Schools are mindful that parents/carers do have the legal right to withdraw their children from SRE but hope they do not feel the need to do so.

Content

The content of SRE or those parts of lessons which include SRE, shall be appropriate to the age of the pupils concerned:-

- recognising those parts of the body which differ in boys and girls;
- recognising which parts of the body are private;
- recognising the changes which take place in animal and humans between conception and adulthood;
- recognising how bodies change during puberty and how this makes us feel;
- recognising the importance of understanding different points of view;

- understanding our emotions and those of others; and
- recognising and respecting diversity in sexual orientation

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or a member of the Senior Leadership Team, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who takes action as laid down in our Safeguarding Policy.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

Reporting to Parents/Carers

This is done through parent consultations and an annual report.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and these should include:

- taking turns to speak;
- using kind and positive words;
- listening to each other;
- having the right to pass;
- only using names when giving compliments or when being positive; and
- respecting each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Teachers should be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues to be addressed which may be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around SRE are varied. However, while personal views are respected, all SRE must be taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Officer if they are concerned.

The Trust believes that SRE should meet the needs of all pupils, answer appropriate questions and offer support regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, or gender discomfort. Homophobic bullying or bullying in relation to gender should be dealt with strongly yet sensitively. The school should liaise with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The Trust believes that it is important to have the support of parents and carers in teaching SRE. Parents and carers are/will be given the opportunity to find out about and discuss the content of the SRE curriculum:

Links to other policies and curriculum areas

Schools recognise the clear link between SRE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Anti-Bullying Policy
- SEN Policy

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the Trust's Equality Policy.