



## **SEX AND RELATIONSHIP EDUCATION (SRE) POLICY**

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## **1 Introduction**

Inspire Multi Academy Trust promotes health in its widest sense, attending to the physical, social and psychological development of its pupils and the maintenance of good health for all pupils and staff. As part of this, the development of the emotions and self-esteem is central to the aims of the Trust, and a key element of this is a carefully considered and constructed Sex and Relationships Education (SRE) Policy for all children in the Trust's care.

## **2 Aims and Objectives**

**2.1** The Department for Education (DfE) recommends that primary schools should have an SRE program tailored to the age and the physical and emotional maturity of the children. Our objectives at Inspire Multi Academy Trust follow those of Ofsted, namely to enable pupils to:-

- Develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- Understand the impact of external factors in decision-making.
- Develop the ability to form positive non-exploitative relationships.
- Prepare for the changes that occurs to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Understand the process of human reproduction and to emphasise the role and value of family life.

**2.2** Sex and Relationship Education should happen in partnership with parents. It has become increasingly recognised that SRE should not be something that is simply 'bolted on' as children go through puberty, but should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the child.

**2.3** SRE is an entitlement for all children, as part of the curriculum requirements for Science (e.g. Life Processes and Living Things) and Health Education. The potentially sensitive nature of the subject means that Trusts must add moral and social questions. SRE at Inspire Multi Academy Trust is not just about reproduction and sexual health, but also strives to enable children to act responsibly in making and maintaining relationships with others, and to feel good about themselves and the choices they make.

As part of the Trust's Personal, Social, Health and Citizenship Education (PSHCE) curriculum, opportunities will be made available where children can develop assertiveness skills and hone their ability to respect themselves and others. The Trust supports children with adults in Trust who are available for them if they need to disclose a safeguarding issue.

### **3 Teaching and Learning**

- 3.1** The ethos of Inspire Multi Academy Trusts enables and encourages children to make comparisons with their own development and to reflect on their relationships in positive ways. Ultimately, teaching and learning is about the promotion of self-esteem, friendships and the fostering of individual well-being. Children are given credit for their ideas, and opportunities to reflect upon their own experiences and review their learning, both in the context of lessons, and within the wider Trust environment.
- 3.2** SRE is taught as part of the PSHCE and Science curriculum and involves outside agency support. Visits by the Academy's nurse cover personal hygiene to all ages and the topic of puberty in Year 6. Areas specific to SRE are taught in classes as per the Trusts PSHCE policy.

#### **Burnside Academy**

SRE is delivered through the Lucinda and Godfrey programme. This is a whole school approach from Foundation stage to Y6. It is based on two children and follows their development as they enter puberty. Children become familiar with the characters and can relate to the changes they experience. It is also delivered through the PSCHE and Science curriculum, with the support of outside agencies such as the school nurse, dental hygienists, and whole school assemblies such as ChildLine. SRE is taught specifically within classes but where appropriate as a year group, key stage or whole school.

#### **Farringdon Academy**

SRE is delivered through the PSCHE and Science curriculum, with the support of outside agencies such as the school nurse, dental hygienists, community police, SAFC and whole school assemblies such as ChildLine. SRE is taught specifically within classes but where appropriate as a year group, key stage or whole school.

#### **Fatfield Academy**

SRE is delivered through various aspects of the curriculum including, PSHE, Science and RE. The biological aspects are covered in Science, supported by outside agencies such as the school nurse and dental hygienists. However, some relationship aspects are covered more discretely through PSHE and RE as children reflect on family relationships, different family groups, friendships and the development of self-esteem. Therefore, SRE is not only delivered through the taught curriculum, but through all aspects of school life.

#### **New Penshaw Academy**

SRE is delivered through the PSCHE and Science curriculum, covering emotional and biological content This is supported by outside agencies such as the school nurse, dental hygienists, community police, and whole school assemblies. SRE is taught specifically within classes but appropriately as a year group, key stage or whole school.

### **Plains Farm Academy**

SRE is delivered through the PSCHE and Science curriculum, with the support of outside agencies such as the school nurse, dental hygienists, community police and whole school assemblies such as ChildLine. SRE is taught specifically within classes but where appropriate as a year group, key stage or whole school.

#### **4 Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about SRE. The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way; and
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's Child Protection policy.

#### **5 Parental right to withdrawal from SRE**

Parents have the right to withdraw their children from dedicated 'sex education' lessons. They do not have the right to withdraw their children from those aspects of SRE that are taught in the National Curriculum Science or where SRE issues arise incidentally in other subject area. Academies will work in active partnership with parents/carers, value their views and will take time to address concerns and allay any fears they may have. If parents/carers decide to withdraw their child the academy will work with them and their child to explore possible alternative provision.

#### **5 Monitoring and Review**

The PSHCE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The Coordinator will support colleagues in the teaching of SRE, by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in Trust. The PSHCE Coordinator is also responsible for reporting to the Head Teacher and evaluating strengths and areas for development in the subject.