

The Fulbridge Academy



Sex and Relationships Policy

Date approved:	March 2018
Date reviewed:	February 2018
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Fulbridge Academy SRE Education Policy

Section 1: Our beliefs

Sex and Relationship Education is a lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pre-Philosophy

Our Aims

At The Fulbridge Academy we believe that Sex and Relationship Education should:

- Be an integral part of the lifelong learning process acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people. We take into account difference and diversity when delivering SRE as well as learning needs, family circumstances, race, culture, religion and gender as these all affect access to SRE.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Encourage students and teachers to share and respect each other's views. To encourage the important values of love, respect and care for each other.
- Generate an atmosphere where questions and discussions on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are a key people in teaching their young people about sex, relationships and growing up.
- We aim to work in partnership with parents and students, consulting them about the content of programmes.

Section 2: SRE Delivery

Specific Classroom Arrangements

Mixed-gender classes will be the norm for sex and relationship education lessons. There will be some follow on sessions that are same gender to allow for more relevant discussions and questions. These are delivered by an

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appropriate member of staff supported by the school nurse. In all SRE lessons, teachers are to establish basic ground rules with pupils to create a safe environment for open discussion.

Resources

To deliver a comprehensive SRE curriculum, we utilise a range of resources from display items to specifically designed video content.

The children will be exposed to the Living and Growing Study Programme as developed by Channel 4. All video content is checked prior to use to ensure it stays within the confines of our SRE Curriculum.

The SRE Curriculum will also utilise health and hygiene props including deodorant, toothbrushes, tooth paste, mouthwash, soap, shower gel as well as female specific hygiene including sanitary towels and tampons.

Section 3: Parents

Parents and carers are the key figures in supporting their young people through the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering SRE.

We will encourage this partnership by:

Informing parents and carers by letter of forthcoming SRE topics

Inviting parents to view resources and activities used in SRE

Making the SRE policy available to parents on request

Gathering parents' views on the SRE policy and taking these into account when it is being reviewed

Informing parents and carers about the SRE programme as their child joins the school through the school brochure/prospectus

Providing supportive information about parents' role in SRE

Inviting parents to discuss their views and concerns about SRE on an informal basis.

Parents and carers will be given access to this policy on request.

Child Withdrawal Procedure

Parents and carers have the right to withdraw their children from all or part of the Sex and Relationship Education except for those parts included in the statutory National Curriculum.

Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses. Parents or carers will be asked to reconfirm their decision each time SRE is planned for their child's class/year group.

As Sex and Relationship education is taught in a cross curricular way it is not always possible to single out lessons that are essentially 'sex education' lessons. On those occasions, (and these will mainly be for children in year 6), when specific sex education lessons are to be given, notification will be sent to parents in advance.

If parents wish to withdraw a child they should discuss this directly with the class teacher or phase leader. In the event of a child being withdrawn from a lesson, that child will be provided with appropriate, challenging work until the sex education lesson is over.

Parents have no rights to withdraw their child from lessons in which statutory aspects of the national curriculum are being taught.

Dealing with Sensitive Issues

Teachers are expected to answer children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences.

Teachers should take particular care when answering questions of a sensitive nature and these will have been discussed in advance with the appropriate people. Questions on sensitive and/or personal issues will not be discussed openly but will be either redirected to parents/carers or the Health Professionals.

Section 4: Child Protection

Disclosure

We recognise that because effective SRE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Young People

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Child Protection Procedures and seek advice from the relevant agency.

Confidentiality

Any information disclosed in discussion to staff, volunteers working in the school and governors, that raises the possibility that a child is 'at risk', must be referred to the Child Protection officer in line with the Child Protection Policy. Health Professionals must follow our code of confidentiality unless working in a one-to-one consultation when they will follow their confidentiality policy.

Section 5 :Sensitive Issues

Dealing with Sensitive Issues

Teachers are expected to answer children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing

experiences. Teachers should take particular care when answering questions of a sensitive nature and these will have been discussed in advance with the appropriate people. Questions on sensitive and/or personal issues will not be discussed openly but will be either redirected to parents/carers or the Health Professionals.

Puberty

We will teach about puberty in Years 5/6, in accordance with the Entitlement Curriculum for SRE and Citizenship and Ethics policy for the School. Younger people may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

Contraception

We will not include lessons on contraception in our SRE curriculum. However, we recognise that many primary-aged young people are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Young people may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We have established guidelines for responding to these questions in 'Answering Young people's Questions relating to SRE(6G)'. We will answer young people's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have young people. This will enable pupils to further understand the responsibilities of adult life. There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the confidentiality policy, to involve the child's parents and, if necessary, other professionals.

Abortion

We recognise that some young people might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

STI's and HIV/Aids

We will not teach directly about the full range of STI's, however elements of our SRE and Science Curricula will prepare the ground for this explicit teaching later. . Some young people will be aware of STI's or HIV/AIDS and may ask questions about them in relation to SRE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing sexuality, young people must feel that SRE is relevant to them and sensitive to their needs. We will not teach

directly about sexual orientation, but acknowledge that young people will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

Gender Identity

We understand our responsibility to ensure that SRE meets the needs of all our pupils. Whatever their developing identity, young people must feel that SRE is relevant to them and sensitive to their needs. We will not teach directly about gender identity, but acknowledge that gender identity is a key consideration in the current SRE Programme and that young people are aware what is meant by transgender and effective ways of dealing with prejudice. If we encounter examples of non-accepted transgender language or attitudes we will challenge these. Incidents of transgender bullying will be dealt with according to our 'Anti-bullying Policy'.

Section 6: Procedures for Reviewing the Effectiveness of the Programme

Staff and Governors review the Sex and Relationship Education Policy each year. Working as a governing body, the school's policy is reviewed based upon current trends in SRE Education and developments based on the previous years delivery.

Changes to the policy are shared with staff and the Leadership Team.

Section 7: Further Information

Useful Documents and Resources DfES Sex and Relationship Education Guidance (Circular 0116/2000)

DfES National Healthy School Standards Guidance 1999

QCA The National Curriculum Handbook 2000 for Primary Teachers in England

QCA Personal, social, and health education and citizenship at key stages 1 and 2 : Initial guidance for schools 2000
Ofsted Sex and Relationships (HMI 433) 2002

Sex Education Forum www.ncb.org.uk/sef

Wired For Health www.wiredforhealth.gov.uk

Appendix A

Statutory Requirements

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle