	<b>BICESTER LEARNING ACADEMY TRUST</b>  <b><u>SEX AND RELATIONSHIP</u></b>  <b><u>EDUCATION POLICY</u></b>			<b>Written By:</b>  <b>M Tomlins - Deputy Headteacher (GFPS) Appendix A</b>  <b>C Roberts - Assistant Headteacher (TCS) Appendix B</b>
	<b>Applicable to:</b>  <b>ALL STAFF &amp; STUDENTS/PUPILS</b>	<b>Accountable Officers:</b>  <b>I Elkington - Headteacher (GFPS)</b>  <b>B Baxter - Executive Headteacher (TCS)</b>	<b>Date Reviewed:</b>  <b>Spring Term 2017</b>	<b>Date To Be Reviewed:</b>  <b>Spring Term 2020</b>  <b>(Every 3 years)</b>

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This policy should be read in conjunction with Bicester Learning Academy's Child Protection and Safeguarding Policy.

There are two policies attached regarding Sex and Relationship Education.

Sex and Relationship Education is covered very differently at primary and secondary level.


Please see:-

Appendix A – Glory Farm Primary School (GFPS)

and

Appendix B – The Cooper School (TCS).

## Appendix A

	<b>Glory Farm Primary School (GFPS) Policy</b>  <b>on</b>  <b><u>SEX AND RELATIONSHIP</u></b>  <b><u>EDUCATION POLICY</u></b>			<b>Written By:</b>  <b>M Tomlins – Deputy Headteacher (GFPS)</b>
	<b>Applicable to:</b>  <b>ALL STAFF &amp; PUPILS</b>	<b>Accountable Officers:</b>  <b>I Elkington - Headteacher (GFPS)</b>	<b>Date Reviewed:</b>  <b>Spring Term 2017</b>	<b>Date To Be Reviewed:</b>  <b>Spring Term 2020</b>  <b>(Every 3 years)</b>

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### Introduction

Our school's policy on sex and relationship education is based on the Department for Education guidance *Sex and Relationship Education Guidance* (DfE 0116 2000) and underpinned by the Learning and Skills Act 2000. We ensure that our policy meets the requirements set out in these regulations. Directors take seriously their responsibility to ensure pupils are protected from inappropriate teaching materials for children of their age.

In the DfE document sex and relationship education is defined as “learning about physical, moral and emotional development”. The guidance states, “It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health”.

Sex and relationship education is part of the personal, social, health and citizenship education (PSCHE) curriculum in our school. When we inform our pupils through sex and relationship education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation.

### Aims and objectives

This policy sets out our school policy with regard to sex and relationship education so that all parents and carers are clear about our school's approach to this aspect of our educational

provision. We are well aware of the sensitivity involved in this aspect of our work and the school will seek the views of parents and carers when developing this policy further.

As part of our curriculum for PSCHE including sex and relationship matters we will teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

This policy sets out the statutory responsibilities for primary schools in this regard and what rights and responsibilities parents and carers have if they have any concerns regarding the approach taken by our school.

### **Context**

We teach about sex and relationships in the context of the school's aims and values. While sex and relationship education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work. We teach sex and relationship education on the understanding that:

- it is taught in the context of a loving relationship, marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

### **The National Healthy School Standard**

We now participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- consult with parents and carers on all matters of health education policy;
- train all our teachers to teach about sex and relationships;
- listen to the views of the children in our school regarding sex and relationship education;
- look positively at any local initiatives that support us in providing the best sex and relationship education programme that we can devise.

### **Curriculum organisation**

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex and relationship education in our PSCHE curriculum, we also do some sex and relationship education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHCE, we teach children about relationships, and we encourage them to discuss issues. We teach pupils about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

Sex and relationship education is a statutory part of the National Curriculum for science. Consequently in science lessons teachers will explain to children about the changes that will occur to their bodies during puberty and how a baby is born. For this aspect of our teaching, we follow national guidance in science. During Key Stage 2 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. During Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In Years 5 & 6, we place a particular emphasis on health education, as many children experience puberty at this age. When necessary, we liaise with the Local Health Authority or school nurse, about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We write to all parents and carers of children in Year 5 & 6 explaining the programme of lessons, to explain what the issues are, and how they are taught, and invite them to view the materials the school uses in its teaching.

### **The role of parents and carers**

The school is well aware that the primary role in sex and relationship education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's sex and relationship education policy and practice;
- answer any questions that parents or carers may have about the sex and relationship education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex and relationship education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to sex and relationship education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex and relationship education programme that we teach in our school (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science). If a parent wishes their child to be withdrawn from sex and relationship education lessons, they should discuss this with the class teacher or the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents and carers in this regard.

## **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationship education programme when required. Other people that we call on include local clergy, social workers and youth workers.

## **Confidentiality**

Teachers conduct sex and relationship education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or seems likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with social service professionals (see BLA Child Protection and Safeguarding Policy).

## **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents or carers are informed about our Sex and Relationship Education Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex and relationship education programme and ensures that all adults who work with children on these issues are aware of the school policy and work within its framework.

The Headteacher and Deputy Headteachers monitor this policy on a regular basis, and report to directors, when requested, on the effectiveness of the policy.


## **Monitoring and review**

The Resources committee of the governing body monitors the impact of our sex and relationship policy on an annual basis. This committee reports its findings and recommendations to the governing body, as necessary, if the policy needs modification. The Resources committee gives serious consideration to any comments from parents and carers about the sex and relationships education programme, and makes a record of all such comments. Directors require the Headteacher to keep a written record, giving details of the content and delivery of the sex and relationship education programme.

This policy will be reviewed every three years or sooner if necessary.

<b>Policy/Procedure Title</b>	<b>GFPS Sex &amp; Relationship Education Policy</b>
<b>Issue Date to Committee</b>	<b>Spring Term 2017</b>
<b>Author (Name/Department)</b>	<b>M Tomlins, Deputy Headteacher (GFPS)</b>
<b>Approved by Directors</b>	<b>Spring Term 2017</b>
<b>Review Date – Every three years</b>	<b>Spring Term 2020</b>

## Appendix B

	<p>The Cooper School (TCS) Policy</p> <p>on</p> <p><b><u>SEX AND RELATIONSHIP</u></b></p> <p><b><u>EDUCATION POLICY</u></b></p>			<p><b>Written By:</b></p> <p>C Roberts - Assistant Headteacher (TCS)</p>
	<p><b>Applicable to:</b></p> <p><b>ALL STAFF &amp; STUDENTS/PUPILS</b></p>	<p><b>Accountable Officers:</b></p> <p><b>B Baxter - Executive Headteacher (TCS)</b></p>	<p><b>Date Reviewed:</b></p> <p><b>Spring Term 2017</b></p>	<p><b>Date To Be Reviewed:</b></p> <p><b>Spring Term 2020</b></p> <p><b>(Every 3 years)</b></p>

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### **What is Sex and Relationship Education (SRE)?**

The PSHE Association states that '*Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.*'

### **Why is SRE important?**

Children and young people have the right to receive high quality sex and relationship education in order for them to be safe and to enjoy valuable relationships with others. Good quality SRE enables students to feel secure and informed so that they are better able to make positive choices about their relationships. It also enables students to engage in sexual relationships in a safe and healthy way.

We use government guidance from the Department for Education – Sex and Relationship Education Guidance (DfEE, 2000) and supplementary guidance from the PSHE Association – Sex and Relationship Education (SRE) for the 21<sup>st</sup> century.

## **The school's aims for our Sex and Relationship Education**

We aim to

- Teach our students about how to be safe within their relationships in order to help prevent them being vulnerable to abuse and exploitation,
- Keep up to date with the use of technology such as online apps to help our students to keep themselves safe online and to use new technology within the framework of the law,
- Teach within the context of current legislation and guidelines for effective SRE,
- Ensure that our teaching of SRE is enriching, enjoyable and effective,
- Give our students the essential skills for building positive, enjoyable, respectful and non-exploitative relationships,
- Encourage students to recognise the physical, emotional and moral implications and risks of certain types of behaviour.

### **How do we teach SRE at The Cooper School?**

- **PSHE lessons in Years 7 and Years 8:**

Our Year 7s and Year 8s follow a PSHE programme of fortnightly lessons and this includes a module of SRE over 4 lessons. The following topics are covered:

Lesson 1: What is a healthy relationship?

Lesson 2: Different sexual or gender orientations

Lesson 3: Puberty and changes to your body

Lesson 4: What makes sex safe?

This PSHE programme also includes an 'e-safety' module which focuses on online safety, sexting, grooming and the impact of pornography and a module which focuses on British Values and extremism which covers individual values, equality and 'honour-based' violence.

- **Science Curriculum**

- KS3

We cover 'Cells and Reproduction' with Year 7; this includes looking at cellular structure, cellular division and sexual reproduction in plants and mammals (and this is taught through humans as a particular example);

- KS4

We look at growth and development and in particular at cloning, IVF and PGD. The curriculum also looks at STIs and touches on different forms of contraception.

- **PE Curriculum**

The PE curriculum gives opportunities for students to consider healthy lifestyles and think about how body confidence can affect their self-esteem.

- **RE Curriculum**

During RE students learn about contraception and different views about family planning and preventing pregnancy. We also look at families and relationships and this includes a focus on marriage and divorce as well as views about same-sex relationships.

- **External visitors**

We use external visitors to support our SRE programme for all year groups; we use professional companies and groups who have a good reputation for delivering valuable and appropriate performances. An example of this is our annual showing to Year 8 of 'Chelsea's Choice' about Child Sexual Exploitation by AlterEgos.

- **School Nurse**

Our school nurse offers a confidential service to all students via either drop-in, self-referral or by referral from a member of the student’s house team or Post-16 tutor. The school nurse is able to provide condoms and other contraceptive devices, in line with usual strict NHS guidelines, as well as offering pregnancy tests and performing tests for STIs. She is employed by Oxford Health NHS Foundation Trust and is subject to their normal rules for working with young people. The School Nurse can be contacted via the school’s main telephone number.

- **Small group work**

At certain times, the school offers small bespoke work which is led either by the school nurse, the school counsellor or by a member of the Bicester Early Intervention Hub.

- **Assembly Programme**

Our assembly programme aims to cover many areas of SRE including body image and how the media adds to lack of body confidence and low self-esteem, as well as e-safety sessions which are aimed at the particular needs of each year group.

### **Child abuse and the school’s duty of care**

Our staff will always follow up concerns about a child’s safety or wellbeing by using the school’s usual safeguarding procedures.

Children will be advised to not talk about personal circumstances in whole class situations but instead will be reminded to speak to their Student Support Manager if anything triggers a response for them.

### **Do parents have the right to withdraw their child from SRE?**

Yes, parents do have the right to withdraw their child from some or all of SRE (apart from the sex education which is covered in science lessons) however it is very rare for parents to exercise this right. Parents should write a letter to the Headteacher if they would like to withdraw their child from any aspect of SRE.

We inform parents about the SRE that their child is going to be participating in and we welcome contributions from parents to help inform our SRE policy and practices to ensure both are appropriate for the school’s community.

### **Responsibilities in relationship to this policy**

The Headteacher and Governing Body fully support this policy and will ensure that the aims and objectives of the SRE policy are met.

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<b>Author (Name/Department)</b>	<b>C Roberts – Assistant Headteacher (TCS)</b>
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