



Ark Chamberlain
Primary Academy

**SEX AND
RELATIONSHIP
EDUCATION**

Ark
● ● ● ●



POLICY INFORMATION

Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2015/16	Michaela Bowles	Kausar Hussain	Nasser Mockbill	Judith Petterson
2017/2018	Katie Francome	Kausar Hussain	Nasser Mockbill	David Gould

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
July 2016	Curriculum context	M Bowles

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016/17	Ratified by pre-opening board	Judith Patterson



CONTENTS

1	INTRODUCTION	4
2	AIMS AND OBJECTIVES	4
3	CONTEXT	5
4	ORGANISATION	6
5	INCLUSION	6
6	THE ROLE OF PARENTS AND CARERS	7
7	THE ROLE OF OTHER MEMBERS OF THE COMMUNITY	7
8	CONFIDENTIALITY	8
9	THE ROLE OF THE HEADTEACHER	8
10	MONITORING AND REVIEW	8
11	EQUALITY IMPACT STATEMENT	9



1 INTRODUCTION

- 1.1 Our academy's policy on sex and relationship education is based on the DCSF document 'Sex and Relationship Education Guidance' (DCSF 0116/2000) and takes into account national curriculum requirements. We recognise 'Sex and Relationship Education' as the policy's full title, but, for brevity's sake, we will refer in the rest of this policy simply to 'sex education'.

In the DCSF document, sex education is defined as 'lifelong learning about physical, moral and emotional development.' It is about understanding the importance of marriage, civil partnerships or mutually supportive relationships (outside of marriage) for family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity- this would be inappropriate teaching.

We teach sex education through our personal, social, health and citizenship (PSHCE) curriculum which is tailored to the age and the physical and emotional maturity of the children.

1.2 Consultation and Review process

1.2.1 The consultation and reviews of the policy require input from:

- a Academy staff responsible for co-ordinating the PSHCE Curriculum.
- b The wider academy community (i.e. School Nurse).
- c The Academy Senior Leadership Team.
- d The Academy Governors.
- e Parents

2 AIMS AND OBJECTIVES

We teach children about:

- a The physical development of their bodies as they grow into adults.
- b The human life cycle and how a baby is born.
- c Respect for their own bodies.
- d The importance of family life.
- e Moral questions.
- f Relationship issues.
- g Respect for the views of other people.
- h Sexual abuse (including FGM), and what they should do if they are worried about any sexual matters.



3 CONTEXT

Sex education will reflect the values of the PSHCE programme. Sex education will be taught in the context of relationships. In addition sex education will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

At Ark Chamberlain, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to sex education regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

4 ORGANISATION

- 4.1 At our Academy sex education contributes to the foundation of PSHCE by ensuring that all children: develop confidence in talking, listening and thinking about feelings and relationships, are able to name parts of the body and describe how their bodies work, can protect themselves and ask for help and support, and are prepared for puberty.
- 4.2 In upper school, we place a particular emphasis on health education, as many children begin to experience puberty at this age. We liaise with the PSHE Association, Local Health Authority, and other Ark Schools about suitable teaching materials to use with our children in these lessons.
- 4.3 Teachers do their best to answer all questions with sensitivity and care. Ground rules are used to create a safe environment. For example, 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, and meanings of words will be explained in a sensible and factual way.
- 4.4 We arrange opportunities for all parents and carers of children across all year groups to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the academy uses in its teaching.
- 4.5 **Sequence of learning for SRE (See Table 1)**

		Key Stage Two			
		Year Three	Year Four	Year Five	Year Six
Topics	How people are different	Human life cycle	Talking about puberty	Puberty and reproduction	
	Family differences	Growing up	Male and Female Changes	Understanding relationships	
	Personal space	Changes	Puberty and hygiene	Basic facts about pregnancy	

5 INCLUSION

5.1 Ethnic and Cultural Groups



We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

5.2 Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provisions that are appropriate to the particular needs of all our students, taking specialist advice where necessary.

5.3 Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

6 THE ROLE OF PARENTS AND CARERS

- 6.1 The academy is well aware that the primary role in children's sex 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 academy, through mutual understanding, trust and cooperation. To promote this objective, we:
- a Inform parents and carers about the academy's Sex Education Policy and practice.
 - b Answer any questions that parents or carers may have about the sex education of their child.
 - c Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the academy.
 - d Inform parents and carers about the best practice known with regard to sex 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.

- 6.2 Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our academy, with the exception of the elements taught as part of the national curriculum for science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The academy always complies with the wishes of parents/carers in this regard.

7 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 education programme. Other people that we call on include social workers and youth workers.

8 CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being 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 designated safeguarding lead about their concerns. The designated safeguarding lead will then deal with the matter in consultation with other professionals (see Safeguarding Policy).

9 THE ROLE OF THE HEADTEACHER

- 9.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our Sex and Relationship Education Policy, and that the policy is implemented effectively. It is also their responsibility to ensure that members of staff are given sufficient training, so that they can teach about sexual relationships in a loving relationship effectively, and handle any difficult issues with sensitivity.
- 9.2 The headteacher liaises with external agencies regarding the academy's sex education programme, and ensures that all adults who work with our children on these issues are aware of the academy policy, and work within its framework.
- 9.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 MONITORING AND REVIEW

The governing body monitors the impact of our Sex Education Policy on an annual basis.

This policy will be reviewed every two years or earlier if necessary.



11 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.