



HEARTS ACADEMY TRUST

Sex and Relationships Education Policy

Adopted by Directors: July 2017

To be reviewed: March 2020

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



Children at the HEART

The Trust SRE policy builds upon the statutory DfES guidance document *Sex and Relationship Education Guidance (ref DfES 0116/2000)*. It has been updated with guidance from *SRE for the 21st century* (supplementary advice by Brook, the PSHE association and sex education forum). This was written to address the risks to children which have grown in prevalence in recent years, including staying safe online. The Trust aims to ensure that SRE is taught in the context of current relevant legislation including the Equality Act 2010 and promotion of well-being (Education and Inspections Act 2006 section 28).

This policy outlines a vision for SRE that is in line with HEARTS values, the organisation of the curriculum and roles and responsibilities across the HEARTS Academy Trust.

What is sex and relationships Education?

In this document, sex education is defined as ‘knowledge and understanding of physical, emotional, social and moral development.’

Through a curriculum driven by HEARTS values we aim to ensure that all pupils are taught the knowledge and life skills they will need to stay safe and develop healthy, loving and supportive relationships, particularly with the challenges of growing up in the online world.

Our vision

SRE should provide children with opportunities to:

- value themselves as unique individuals
- respect themselves and others
- begin to develop their own moral thinking and value systems
- learn about friendships, healthy relationships and behaviours with others
- recognise and communicate their feelings and emotions and those of others
- learn about the changes that occur as they progress towards adolescence, particularly the emotional and physical changes at puberty
- learn about the way humans reproduce
- learn about keeping themselves safe and know what to do or who to go to if they feel unsafe.

Creating a safe environment

We strive to provide an open and forward thinking environment where pupils feel safe and are safe. In order to enable this, we ensure that all adults tackle derogatory or aggressive language and always challenge stereotyping.

The following outlines practical advice and procedures for teachers regarding gender stereotyping, homophobia, racism, bullying, mental health and well-being.

Gender based prejudice

We provide a safe place to learn and explore; we help children by affirming unconventional choices and reassuring them that it is okay. For example, gender roles can be reversed in play and more structured drama lessons (it's okay for boys to dress up and be princesses and wear pink).

We challenge stereotypes when we hear them. Why can't a girl play football? It is our aim to create an environment where pupils 'police' one another about gender rules. This is reinforced through the key people and role models that are chosen at the planning stage, ensuring that there is a balance of gender and different ethnic groups that are represented in a positive way. We never tell a boy to 'man up' as this suggests that it is not okay for boys to show their emotions.

Our staff are careful not to divide the children by gender by; making sure there are not 'girls jobs' and 'boys jobs', lining up and sitting and working together in mixed gender groups and providing equal opportunities and encouragement with activities such as singing, dance, craft, football and so on where gender division has occurred in the past.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect.

Same sex relationships

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. We always challenge homophobic behaviour for example using the word 'gay' in a derogatory way. We talk about relationships in terms of who you fall in love with and explain that boys can fall in love with boys and girls can fall in love with girls and this is called gay or lesbian. It is our aim to represent different families and that some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads and some have carers or guardians. That will mean that younger children can develop their knowledge and understanding of relationships in an inclusive way, including the fact that people come from many different types of families.

Incident Reports

An incident report should be completed by staff whenever an incident of particularly inappropriate behaviour occurs in school. Blank copies of incident reports are available in the school office and in classrooms and should be handed to the Head of School as soon as possible. Pink 'Concern' forms are also available from the school office.

Staff should challenge and report any racist or homophobic incidents in the school to the Head of School.

Safeguarding: These are immediately managed by the Designated Safeguarding Lead.

Bullying: for further guidance please see our Behaviour, anti-bullying and exclusion policy

We teach about sex in the context of the school's aims and values framework. While SRE in the Trust means that we give children information about sexual behaviour, we do this with an awareness of the moral code and HEARTS values which underpin all our work in school. Please see the HEARTS mission statement.

Organisation

We teach sex education through different aspects of the curriculum. Whilst we carry out the main sex education teaching in our personal, social and health education (PSHCE) curriculum, we also teach some SRE education through other subject areas, for example, Science, ICT, RE, English and PE.

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

In Science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 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 differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. We believe it is important to use the correct biological names for genitalia (penis and vagina).

Beginning in Year 4 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. The School Nurse visits the Year 6 class in the summer term to provide both girls and boys with information on how their bodies are changing, dealing with emotional aspects of puberty and sexual relationships.

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 their 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 arrange a meeting for all parents and carers of children in **Year 6 to** discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

Staying safe online

Our e-safety and data security policy details the teaching and learning of online safety and how this is organised in class and across the school. It also states all the measures undertaken such as filtering access to sites, use of emerging technologies and so on that will enable our children to have the benefits of learning online whilst staying safe.

We provide pupils with the knowledge and skills to stay safe online outside of school with regular online safety lessons around social media, online bullying and so on. Please see the e-safety and data security policy for details.

Roles and Responsibilities

The Local Advisory Board will:

- Ensure the legal framework is followed;
- Consult with parents on the school's policy for SRE;
- Implement the SRE policy with the Headteacher;
- Include a summary of the content and organisation of SRE on the HEART's website
- Ensure all parents are aware of their right to withdraw their child from SRE
- Ensure the policy is reviewed every three years.

The Head of School will

- Implement the Policy for Sex and Relationship Education;
- Ensure that the Policy is followed;
- Liaise with the Local Advisory Board on the teaching of the Policy in school;
- Liaise with parents, carers and any external agencies;
- Provide appropriate and sufficient resources;
- Ensure that the SRE Policy is reviewed every three years
- Support staff in all aspects of implementing the policy

PSHCE subject leader

The PSHCE subject leader will:

- Write and review the SRE Policy in liaison with the Head of School;
- Write and review the Scheme of Work for SRE in liaison with the Head of School;
- Monitor the delivery of SRE in liaison with the Head of School;
- Provide access to information, guidance, support and training to school staff for SRE;

School staff, including support staff

School staff will:

- Teach sex and relationship education in accordance with the SRE Policy;

- Implement the agreed Scheme of Work;

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers of pupils through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents/carers about the school's sex education policy and practice;
- answer any questions that parents/carers may have about the sex education of their child
- take seriously any issue that parents raise with teachers or Local Advisory Board Members about this policy or the arrangements for sex education in the school;
- inform parents 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 body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that is taught in school. If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head of School, 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 in this regard.

The role of other members of the community

We encourage other valued members of the community to work with the school 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 the school valuable support with the sex education programme. Other people that we call on include local clergy, social workers and youth workers.

Sensitive and controversial issues

Staff will try to answer children's questions as honestly and openly as possible, taking into account the child's age and level of understanding.

Sometimes it may be appropriate to defer answering a question asked in class until later, in which case the response could be 'That's a hard question – give me a little while to think about it and I'll come back to you'. Sometimes it may be appropriate to make parents/carers aware of a question that has been asked so that they can take up the issue at home if they wish.

Staff are aware of the protocols and procedures outlined in the Child Protection Policy and everyone working or helping in school is made aware of issues of confidentiality. No adults in school can or should offer total confidentiality. Each school has a Designated Safeguarding Lead.

Monitoring and review

The Local Advisory Board monitors the Sex and Relationships Education Policy every three years and recommends updates, as necessary, if the policy needs modification. The LAB gives serious consideration to any comments from parents/carers about the sex and relationships education programme, and makes a record of all such comments. Local Advisory Boards require the Head of School to keep a written record, giving details of the content and delivery of the sex education programme that is taught in schools.