

**Sex and Relationship Education Policy**

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## Introduction

The policy for Sex and Relationship Education (SRE) at Concordia Academy forms part of the overall policy for PSHCE. It takes account of the 'Sex and Relationship Education Guidance' published by the DfEE in July 2000 that updated Circular 5/94 'Sex Education in Schools'.

## What is Sex and Relationship Education?

*'It is lifelong learning about physical, moral and emotional development. It is about the understanding 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.'* DfEE 2000

## Rationale

The governors and staff of Concordia Academy consider that open, accurate and informative sex and relationship education (SRE) is the entitlement of all students and is essential if they are to grow, make responsible and well informed decisions about their lives. Furthermore, it prepares our students, for the opportunities, responsibilities and experiences of adult life.

At Concordia Academy, we believe that SRE is required to be taught within a framework that gives due regard to moral considerations, the value of family life and different cultural and religious backgrounds. We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

## Methodology and approach

All class teachers will teach SRE and feel confident to teach this subject because of high quality CPD. All of our staff are familiar with the SRE policy and are aware the designated member of staff responsible for SRE is Raheel Akhtar.

There will be a whole-school approach from Reception to Year 6. All SRE will be developmentally appropriate, taking into account the levels of maturity of individual children as well as the whole class.

Teachers will answer children's direct questions in an open and factual way. Staff will not enter into discussions about personal issues and lifestyles.

## Working with parents/carers

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are given the opportunity to view the teaching materials and resources that will be used. A parent or carer, who is concerned about their child's participation, should discuss their feelings with the named

member of staff for SRE. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory Science National Curriculum. If requested, alternative arrangements will be made for individual students, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements. A copy of the DfE leaflet, 'SRE and Parents', may also be given to parents/carers to help them form a judgment.

### Content and Organisation

The organisation of SRE is no different from other curriculum areas. It is delivered through a planned programme. Occasionally, issues about SRE may arise spontaneously in other lessons where it is not the main focus of the lesson. This is not considered to be part of the planned SRE programme and parents or carers cannot withdraw students in these circumstances. Provision may be made for students in mixed age classes to be taught in separate age groups. Normally, male and female students will be taught together. However, when deemed appropriate, there may be occasions when students are taught in separate gender groups.

The intention is for all our students to achieve the age-related learning outcomes recommended by OFSTED in their report entitled 'Sex and Relationships' published in 2002.

Throughout the school, from **Key Stage 1**, students should be taught:

- that humans move, feed, grow, use their senses and reproduce;
- to name the external parts of the body including the sexual parts;
- that humans grow from babies into children and then into adults;
- to recognise the physical similarities and differences between themselves and other students;
- to understand about personal safety and appropriate behaviour;
- to appreciate ways in which people learn to live together;
- to recognise that there are different types of family structure, and to be able to describe their role within the family;
- to understand the importance of valuing oneself and others;
- to begin to recognise the range of human emotion and ways to deal with these.

At **Key Stage 2** students should be made aware of the following:

- that there are life processes common to all animals;
- the main stages of the human life cycle;
- the human reproductive system, revisited through a spiral curriculum;
- to know about and have some understanding of the physical, emotional and social changes that take place in puberty;
- to understand how changes in puberty affect the body in relation to hygiene;
- to recognise some of the skills required for parenting;
- to know that there are different patterns of friendship;
- to appreciate that within any environment there are people with different attitudes, beliefs and values and that these influence people's relationships.

## Equal Opportunities

SRE is inclusive of all students; they have an equal entitlement to high quality SRE. The programme will be delivered in line with the school's Equality Policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

If a student is absent from school and does not participate in the SRE programme, the school will ensure that teaching materials are made available. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all students in the school.

## Confidentiality

A trusting relationship between students and staff is an important aspect of effective SRE. However, it is important for students to understand that staff cannot necessarily maintain absolute confidentiality. Any concerns staff may have should be discussed immediately with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. The school is legally required to refer concerns regarding child protection issues, including sexual abuse, to other agencies such as Social Services.

## Assessment

Teachers will have a scheme of work to support the delivery of SRE across the school. It will provide clear learning objectives and assessment activities to enable the teacher to make judgements about learning and progress. Staff will annotate plans and use them to inform subsequent planning.

Staff are aware of the key stage learning outcomes and can use these to assess student understanding (see Appendix).

Where appropriate, student evaluation sheets are handed-out providing students with the opportunity to confidentially communicate with their teacher as to how they are feeling in relation to the unit they have just studied.

## Resources

Resource packs of materials such as books, DVDs, pamphlets and artefacts on PSHCE and SRE are available to each year group. These are stored in the staffroom or are available from the PSHCE Coordinator.

## Personal beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

## Language and ground rules in lessons

All staff teaching SRE will set ground rules in their classes. For example:

- *no-one (teacher or student) will have to answer a question that the teacher feels to be personal or would make them feel uncomfortable to answer;*
- *no one will be forced to take part in a discussion;*
- *the only language used will be easily understood and acceptable to everyone in the class;*
- *the correct names for body parts will be used;*
- *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

## Dealing with difficult questions

All teachers are encouraged to use a 'question and answer' box where students can ask questions anonymously. This also allows staff time to prepare suitable responses. If a child asks an explicit or difficult question, staff will answer appropriately in accordance with SRE learning intentions.

## Monitoring and Evaluating the Policy

The success of the policy will be seen through individual assessments as outlined in the scheme of work and end of key stage learning outcomes.

## Appendix 1

### Learning Outcomes Taken from 'Sex and Relationships', Ofsted Report, 2002

The following statements are offered as illustration of learning outcomes for SRE for each key stage.

They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfE and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE.

#### By the end of Key Stage 1

##### 1. Students will be able to:

- a) recognise and compare the main external parts of the bodies of humans;
- b) recognise similarities and differences between themselves and others and treat;
- c) others with sensitivity identify and share their feelings with others;
- d) recognise safe and unsafe situations;
- e) identify and be able to talk with someone they trust;
- f) be aware that their feelings and actions have an impact on others;
- g) make a friend, talk with them and share feelings;
- h) Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

##### 2. Students will know and understand:

- a) that animals, including humans, grow and reproduce;
- b) That humans and animals can produce offspring and these grow into adults;
- c) the basic rules for keeping themselves safe and healthy;
- d) about safe places to play and safe people to be with;
- e) the needs of babies and young people;
- f) ways in which they are like and different from others;
- g) that they have some control over their actions and bodies;
- h) the names of the main external parts of the body including agreed names for sexual parts;
- i) why families are special for caring and sharing.

##### 3. Students will have considered:

- a) why families are special;
- b) the similarities and differences between people;
- c) how their feelings and actions have an impact on other people.

#### By the end of Key Stage 2

##### 4. Students will be able to:

- a) express opinions, for example, about relationships and bullying;

- b) listen to, and support others;
- c) respect other people's viewpoints and beliefs;
- d) recognise their changing emotions with friends and family and be able to express their feelings positively;
- e) identify adults they can trust and who they can ask for help;
- f) be self-confident in a wide range of new situations, such as seeking new friends;
- g) form opinions that they can articulate to a variety of audiences;
- h) recognise their own worth and identify positive things about themselves;
- i) balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- j) see things from other people's viewpoints, for example their parents and their carers discuss moral questions;
- k) listen to, support their friends and manage friendship problems;
- l) recognise and challenge stereotypes, for example in relation to gender;
- m) recognise the pressure of unwanted physical contact, and know ways of resisting it.

### **5. Students will know and understand:**

- a) that the life processes common to humans and other animals include growth and reproduction;
- b) about the main stages of the human life cycle;
- c) that safe precautions can stop the spread of viruses including HIV;
- d) about the physical changes that take place at puberty, why they happen and how to manage them;
- e) the many relationships in which they are all involved;
- f) where individual families and groups can find help;
- g) how the media impact on forming attitudes;
- h) about keeping themselves safe when involved with risky activities;
- i) that their actions have consequences and be able to anticipate the results of them;
- j) about different forms of bullying people and the feelings of both bullies and victims;
- k) why being different can provoke bullying and know why this is unacceptable;
- l) about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

### **6. Students will have considered:**

- a) the diversity of lifestyles;
- b) the points of view of others, including their parents or carers;
- c) why being different can provoke bullying and why this is unacceptable;
- d) when it is appropriate to take a risk and when to say no and seek help;
- e) the diversity of values and customs in the school and in the community;
- f) the need for trust and love in established relationships.

