



**White Hall**  
Academy

# **Sex and Relationship Education (SRE) Policy**

## **Vision**

We have based our Academy's Sex and Relationships Policy on the DfE guidance document. In this document, sex education is defined as 'learning about physical, moral and emotional development'. It is about understanding the importance of marriage and stable long term relationships for family life, stable and loving relationships, respect, love and care, sexuality and sexual health. Sex Education is part of the personal, social and health education curriculum in our Academy. While we use sex education to inform children about their bodies and sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

## **Aims & Objectives**

We 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 a committed, long term and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- What to do if they ever feel worried or threatened by anything
- That violence in any situation is not acceptable

## **Context**

While Sex Education in our Academy means that we give children information about sexual development and behaviour, we do this with an awareness of our moral code and values which underpin all our work in Academy. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of stable long term relationships and family life;
- Sex education is part of a wider, social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- It is important to build positive relationships with others, involving trust and respect.
- Children learn the importance of self control.

## **The National Healthy School Standard**

As participants in the NHSS scheme which promotes health education we:

Consult with parents on all matters of health education policy;

Provide INSET opportunities to support teachers in the delivery of sex education.

Listen to the views of the children on our Academy regarding sex education;

Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

## **Organisation**

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some sex education through other subject areas (for example Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

SRE is not just taught in upper Academy, but embedded throughout the key stage. When the children arrive at White Hall they should have already learnt about how to keep bodies clean and healthy and body part names. They will have also begun to talk about feelings within relationships and friendships. In years 3 and 4 children will study the main differences between males and females, keeping clean and healthy and how to deal with conflict with relationships. Whilst in years 5 and 6, children study how their bodies are developing, puberty and how babies are made. Please note this is currently taught in term six of year 5.

Children in Y5 & Y6 learn 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. We encourage the children to ask for further help in understanding if they need it.

**ALL PRINTED MATERIALS NEED TO BE APPROVED BY SLT AND THE GOVERNING BODY PRIOR TO USE WITH THE CHILDREN.**

In Science lessons, children are taught about the life cycle of a human and how a baby is conceived. For this aspect of teaching we refer to the guidance in the National scheme of work. They are taught the life processes.

In Upper Academy we place particular emphasis on health education. We liaise with the Local Health Authority about suitable teaching materials and discuss these as a staff. Teachers will do their best to answer all questions with sensitivity and care. All sex education will be taught with regard for the stage of emotional development of the children.

All teaching materials will be shared with Parents, during the consultation process.

## **The role of the parents**

The Academy is well aware that the primary role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the Academy's SRE policy and practice;
- Answer any questions parents may have about the sex and relationships education of their child;
- Take seriously any issue that parents raise with parents or governors about this policy or the arrangements for SRE in the Academy;
- Encourage parents to be involved in reviewing the Academy policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex education, so that the teaching in Academy supports the key messages that parents and carers give to children at home.



Parents have the right to withdraw their child from all or part of the sex education programme within Academy. 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 parent/s will need to satisfy the Academy they will undertake the SRE education at home. The Academy must supply SRE materials for parents to use at home if requested.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicated that they may have been a victim of abuse. If the teacher has concerns they will draw their concerns to the attention of the designated Child Protection Person as a matter of urgency. The designated person will then deal with the matter in consultation with health care professionals.

### **Monitoring and Review**

The Governing Body monitors our sex and relationships policy on an annual basis. The Governing Body gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Leadership team to keep a record of the outline plans, giving details of the content and delivery of the sex education programme that we teach in our Academy.



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