



Policy Name	Sex and Relationship Education policy
Frequency of review	Biannual
Status	Statutory
Reviewed on	July 2020
Reviewed by	Full Governing Board
Next review	Sept 2021

Sex and Relationship Education Policy

Introduction

"Sex and Relationships Education is lifelong learning about physical, moral and emotional development. 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. It is not about the promotion of sexual orientation or sexual activity." (DFE July 2000)

At Ardley Hill Academy Sex and Relationship Education (SRE) is taught at an age appropriate level for our children as part of our Personal, Social, Health and Education (PSHE) curriculum and through the requirements for Science teaching at Key Stages 1 and 2. In all year groups teaching will focus on the needs of the child at their current level of development in the context of relationships, with consideration taken of the possible qualities of relationships within families.

Aims and Objectives

There are three main elements to our SRE programme:

- Gaining knowledge and understanding.
- Developing positive attitudes and values.
- Extending personal and social skills.

At Ardley Hill Academy, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of SRE at Ardley Hill are to:

- Provide the knowledge and information to which all pupils are entitled.
- Clarify/reinforce existing knowledge.

- Enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Raise pupils' self-esteem and confidence, especially in their relationships with others, helping them to make good relationships.
- Teach our pupils to respect and care for themselves and others, being responsible for their own actions, so they can move confidently from childhood through to adolescence and into adulthood.
- Help pupils to develop skills (language, decision making, choice, assertiveness) to make the most of their abilities and to cope with the influence of others (eg peer pressure, the media).

Equal Opportunities and Special Educational Needs

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, or family background (e.g. disadvantaged and looked after children).

All children will experience a programme of SRE at a level appropriate for their age and physical development, with differentiated provision if required.

Parental Consultation

The academy includes information on SRE in the academy prospectus and full details are available on request. Parents have the right to withdraw their children from all or part of the SRE provided at the academy except for those parts included in the statutory national curriculum.

Parents who wish to exercise this right will be invited to discuss the implications of withdrawal with the Head teacher before making a formal written request.

Alternative educational arrangements will be made in such cases.

Organisation and Management

The PSHE coordinator is the designated teacher with responsibility for coordinating SRE.

SRE will be planned into each year's work and linked into the Science curriculum when appropriate. Individual teachers will evaluate their own programme of work regularly and the PSHE coordinator will monitor the overall delivery of SRE, reporting regularly to the Head teacher.

Delivery will be through a variety of means which may include:

- As part of a topic or theme work associated to other parts of the curriculum.

- As a planned aspect of science work, a mini topic if necessary.
- Assembly time.
- Talks from appropriate visitors, eg the school nurse, parents and babies.
- Circle time. • Story time.

The table in Appendix A sets out what must be taught as part of the statutory national curriculum for Science. Parents do not have the right to withdraw their child from this part of SRE. The table also sets out the main PHSE topics supporting SRE.

Confidentiality

Effective SRE which brings an understanding of what is and is not acceptable in relationships may lead to disclosure of a child protection issue. If this happens the staff member will inform the Head teacher and/or the designated child protection officer (Mrs Sharon Marr) in line with the academy's Confidentiality and Safeguarding Policies.

Difficult Questions

There may be occasions when a child asks an explicit or difficult question. Such questions may not be answered directly as the staff member will consider the appropriateness of the answer, given the age and development of the children concerned. The staff member will seek advice from the Head teacher/Senior Leadership Team and, if advised, a discussion with parents may take place first.

Last Revised: November 2019

Appendix A

Overview of Science/PSHE topics linked to SRE

	4+	KS1	KS2
Science	Introduction to natural world: life cycles, young animals, male & female.	Children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.	Children build on their knowledge of life cycles and learn about the basic biology of human reproduction. *
PHSE	Friendships. Relationships. Identify family members. Awareness of physical needs.	Children reflect on family relationships, different family groups and friendship. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.	Develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

* Human reproduction and birth is covered in Upper KS2 (Years 5 and 6).

Appendix 2 – Physical Health and Mental Wellbeing

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.

	<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). •how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary.

	<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3 – Relationship Education

By the end of primary:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or

	uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

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| | <ul style="list-style-type: none">• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |
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