

SEX AND RELATIONSHIP EDUCATION POLICY (PRIMARY) OASIS ACADEMY JOHANNA

MAY 2013

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OASIS ACADEMY JOHANNA

Sex and Relationships Education Policy

1. Rationale

- 1.1 The policy has been developed to ensure that staff and parents and carers are clear about the statutory requirements regarding sex and relationships education and that the pupils receive their educational entitlement. It is therefore important that staff and visitors understand that they have a responsibility to implement this policy.
- 1.2 This policy has been informed by the following guidance documents:
- The Education Reform Act 1988: The school must provide a broad and balanced curriculum.
 - The Pupils Act 1989; Child protection and the right of the child.
 - The Education Act 1996; Encompassing all previous acts for the teaching of sex education.
 - Curriculum 2000 Science Orders.
 - Sex and Relationship Guidance DfEE 7/2000.
 - National Healthy School Standard Guidance DfEE 1999.
 - PSHE and Citizenship 2000 Stages 1 and 2.

2. The Oasis Ethos

- 2.1 The Oasis Ethos should be at the heart of all teaching on relationships and sexual health, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences.
- 2.2 Oasis academies value everyone as learners and protect their rights to freedom and choice. They respect the beliefs and practices of everyone to ensure a welcome for all pupils and their families. There is a commitment to diversity and this is reflected in the operation of each Academy in providing accessibility for all. There is an expectation that pupils and families will respect the opportunities provided by their Academy and accept responsibility in their own learning. Each Academy aspires to create an environment, within the framework of the National Curriculum, where all will want to learn and realise their God-given potential.

2.3 There are five core values at the heart of the Oasis Ethos:

- (i) A passion to include everyone
- (ii) A desire to treat everyone equally, respecting differences
- (ii) A commitment to healthy and open relationships
- (iii) A deep sense of hope that things can change and be transformed
- (iv) A sense of perseverance to keep going for the long haul

3. Aims of Sex and Relationships Education

“Through our commitment to equality of opportunity, we aim to help our pupils achieve their full intellectual and personal potential.”

Taking account of the age, maturity and needs of the pupils, we aim to:

- Answer pupils’ questions honestly and sensitively, referring the pupils to parents and carers where appropriate.
- Provide pupils with an open environment to ask questions which increase their knowledge and allay any fears they may have.
- Help pupils develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- Encourage pupils to consider and respect the needs of others for their own actions and to make healthy choices.
- Give pupils an understanding of sexual development and reproduction.
- Promote understanding of the importance of health and hygiene.
- Equip pupils with skills needed to be effective in relationships.
- Correct misunderstandings and address concerns that may be gathered from their peers and the media.
- To reduce anxiety by providing reassurance that body changes – physical, emotional and social are all normal and acceptable.
- Develop pupils’ assertiveness and decision making skills.

4. Organisation of Sex and Relationships Education

4.1 The Sex and Relationships Education programme will be delivered through:

- An SRE cross curricular scheme of work including planned aspects of the science and RE curriculum and directly through PSHE lessons.
- Circle time.
- Day to day experiences and points arising from discussion.
- Pastoral time.
- Assemblies.
- Drawing on specific support from outside agencies where appropriate.

4.1 This ensures that a range of teaching and learning styles will be used to support pupil participation.

4.2 Pupils are taught SRE as part of the **statutory** National Curriculum for Science, and non-statutory Framework for PSHE as outlined below:

4.2.1 Key Stage 1

Science

- Animals, including humans, move, feed, grow, use their sense and reproduce.
- Pupils should recognise and name the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Pupils should recognise similarities and differences between themselves and others and treat others with sensitivity.

PSHE

- The process of growing from young to old and how people's needs change.
- The names of the main parts of the body.
- Rules for and ways of keeping safe and about people who can help them to keep safe.
- Recognise how their behaviour affects other people.

- Listen to other people, and play and work cooperatively.
- Identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

4.2.2 Key Stage 2

Science

- Life-processes common to humans include nutrition, growth and reproduction.
- The main stages of the human life cycle.

PSHE

- Recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- How the body changes as they approach puberty.
- Recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- That their actions affect themselves and others, to care about other people's feelings and to try and see things from their point of view.
- To be aware of different types of relationships, including marriage and those between friends and families, and to develop skills to be effective in relationships.
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

- Where individuals, families and groups can get help and support.

5. Parental Involvement

- 5.1 Under the Education Act 1993, pupils can be withdrawn by their parents from any part of the SRE programme that is outside the compulsory elements contained in the Science Curriculum (see above).
- 5.2 Parents who wish to withdraw their child are invited to see their child's class teacher who will explore the concerns of the parents/carers and the possibility of adjusting the programme of study or approach. They will also discuss the impact that withdrawal may have on the child.
- 5.3 We would like to make it clear that if pupils are withdrawn from SRE lessons ask questions at other times, these questions will be answered honestly by staff, in line with their usual approach to questions from pupils.

"The right of withdrawal should not affect spontaneous discussion or the honest answering of questions that arise naturally in other curriculum areas"

(D.F.E.S Circular 5/94)

- 5.4 The Academy is committed to working in partnership with parents and places the utmost importance on sharing equal and joint responsibility with parents for the pupils' personal, social, health education. Pupils will always be encouraged to talk about and discuss issues and learning at home and staff are always available to discuss any queries that parents may have.
- 5.5 By working in partnership, home and school can combine to provide the most effective SRE possible. Parents view and opinions are always welcomed.

6. Assessment

We recognise the importance of PSHE and this is reflected in the space allocated to PSHE when reporting to parents. The scheme of work that has been developed will suggest assessment opportunities to enable teachers to monitor progress. Assessment will be a combination of observation, discussion, record of work and self-assessment by pupils. The curriculum leader will ask staff for comments on the effectiveness of the lesson plans and resources at the end of each summer term.

7. Monitoring and evaluating the policy

Judgements about the success of the policy will be made through gathering evidence from Academy staff about how the policy supports them, and from parents, Academy Council members and pupils on how their needs are being met. To ensure that lesson planning and delivery is in line with Academy policy, lessons will be monitored by the curriculum leader during the spring term. They will also be monitoring pupils' PSHE

journals and teachers' plans. Monitoring and evaluating will also occur as part of the Academy's end of year review in July.

8. Child Protection

The Academy is legally required to refer concerns regarding child protection issues, including sexual abuse to other agencies. Please refer to the Child Protection Policy for more information.

9. Confidentiality

A trusting relationship between pupils and staff is an important aspect of effective sex and relationships education; however, it is important for pupils to understand that staff cannot guarantee confidentiality. Within the framework of correct procedures being carried out, confidentiality is maintained within the Academy on a "need to know" basis. The member of staff will make a professional judgement about the significance of what an individual child may say based on knowledge of that particular child. Any concerns staff may have should be discussed with the Principal.

10. Answering Difficult Questions

If a child asks an explicit or difficult question, Staff will use their professional judgement in deciding the best way to answer it. Answers should be factual and not opinion based. This may be through class discussions; individual discussion or the child may be encouraged to talk to parents. If the staff member is concerned, they can refer to the Principal. A question box may be provided in KS2 where pupils can ask questions anonymously.

11. Harassment and Bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment free from fear. Some pupils may use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment through the Academy behaviour and discipline procedures. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

12. Staff Training

For staff to feel confident about delivering the contents of this policy, they need to have training each academic year. The Academy will support staff with any training requirements on health issues.

13. Staff Responsibilities

The SRE programme is coordinated by a senior member of staff responsible for:

- Writing and updating the Sex and Relationship Education Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the Academy;

- Guiding and supporting teachers in this subject, to include refresher training for SRE;
- Co-ordinating external agency support for SRE;
- Monitoring the effectiveness of the planned and delivered curriculum for SRE;
- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills;
- Auditing and monitoring resources throughout the Academy to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning.

14. Monitoring, Evaluation and Review

14.1 The Academy Council is responsible for adopting this Policy and for agreeing the Academy's programme on sex and relationships education which will take into account the guidance in this Policy. The Principal, staff, students and parents should be consulted before the programme is determined.

14.2 The Principal will advise the Academy Council on this Policy and the SRE programme and its implementation in the Academy. The Principal will ensure that the Academy's policy and programme are coordinated by a senior member of staff.

14.3 All staff are responsible for ensuring that any teaching on sex and relationships or any advice and guidance they may give to students is in accordance with this Policy, current health guidelines, current government guidelines and best education practice.

14.4 Oasis Community Learning will review this policy every two years, and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Date Reviewed and Agreed : May 2013

Next Review Date :