



Half Acres Primary Academy

Relationships Education Policy

Introduction

Sex and Relationships Education at Half Acres Academy is an integral part of our Personal Social and Health Education programme, which is in itself at the heart of our whole curriculum. (We have made a conscious decision, to call our scheme simply Relationships Education to reflect the dominance of this aspect and to remove some of the sensitivity associated with the word 'sex'). This policy is based on the DCSF guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000) and has been formulated in consultation with Governors and parents.

In this document, sex education is defined as '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 also based upon guidance from the PSHE Association, who state 'Governing bodies have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender, identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.'

At Half Acres Academy we believe that Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It is also about sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It has a key part to play in the personal, social, moral and spiritual development of young people and their entitlement is set out in the terms of the Education Act (1996).

Aims

Part of the school's overall aim is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation and we aim to provide this alongside parents to ensure that the teaching of

relationships and sex education reflects their expectations and complements teaching at home. We aim to

1. Develop pupil confidence in talking, listening and thinking about feelings and relationships.
2. Help our pupils acquire important life skills such as critical thinking, decision making, communication and assertiveness.
3. Foster self-worth, self-awareness and respect for others.
4. Provide information which is easy to understand, relevant and appropriate to the pupils' needs regardless of gender, ability, cultural or religious background.
5. Ensure pupils are prepared for the physical and emotional aspects of puberty.
6. Encourage the use of correct vocabulary.

Provision

Appropriate aspects of Relationships Education will be taught throughout the school and will be delivered as part of our spiritual, moral, social and cultural entitlement with particular reference to the moral and social aspects. Content will be delivered through:

- PHSE lessons
- Science lessons as outlined in the National Curriculum 2014
- Visitors (eg health professionals)

We teach children about:

- The physical development of their bodies
- The way humans reproduce
- The importance of family life
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- Respect for the views of other people and how to respect equality and diversity in relationships.
- How to respond to risky or negative relationships and ask for help

Details of the scheme of work and teaching methods are in school - ask the Head of School for details.

Legal Requirements and Parents' Rights

All pupils must be taught National Curriculum Science objectives.

In Key Stage 1 pupils are required to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)
- Describe the changes as humans develop to old age that animals, including humans, have offspring which grow into adults (Y2)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Y2)

At Key Stage 2 the children are required to:

- Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird (Y5)
- Describe the life process of reproduction in some plants and animals (Y5)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (y6)
- Recognise that living things produce off spring of the same kind but normally offspring vary and are not identical to their parents. (y6)

The above areas are compulsory. However, parents have the legal right to withdraw their child(ren) from the non-statutory aspects of sex and relationships curriculum.

The non-statutory guidance of the National Curriculum 2014 states that:

Pupils should have plenty of opportunities to learn the names of the main body parts (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes(Y1).

They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult (Y2).

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals(Y5).

They might observe changes in an animal over time for example by hatching and rearing chicks, comparing how different animals reproduce and grow (Y5).

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about changes experienced in puberty (Y5).

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body (y6).

The Role of Parents

We wish to build a positive and supporting relationship with the parents of children at our schools through mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's relationships and sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers and governors about this policy or the arrangement for SRE in the school.

Parents have the right to withdraw their child from the non-statutory elements of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from sex

education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's SRE policy and on the instructions of the Principal /Head of School.

Resources

A range of resources including videos, books and games will be used in the delivery of our scheme. Unit plans produced by QCA and related books will initially form a significant part of our teaching alongside the scheme '3D PHSE' by Dimensions Curriculum (www.dimensionscurriculum.co.uk).

Monitoring and Review

The governing body monitors the school's relationships and sex education policy and programme on a regular basis and will intervene to modify it when necessary. The governing body gives serious consideration to any comments from parents about the relationships and sex education programme, and makes a record of all such comments.

Assessment, Reporting and Recording

Assessment in Relationship Education will be mainly formative – using discussions, observations and children's work - and used by teachers to plan subsequent lessons in order to meet pupil needs. Progress will be reported as part of the PHSE curriculum.

Confidentiality

Teachers and all school adults will deal with the issue of sex education in a sensitive manner and in confidence.

However, if a child indicates that they:

- are involved, or are likely to be involved in sexual activity
- may have been a victim of abuse

the teacher or school adult will listen to the child but must not promise confidentiality.

In either of the above circumstances, the adult must bring their concerns to the attention of the Designated Person for Child Protection. The Designated Person will follow procedures as outlined in the Child Protection Policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Head of School who can discuss the matter with the parent or follow other appropriate procedures. All Key Stage 2 classes will have a 'Question box' in their classroom for pupils to post questions anonymously.

Reviewed and revised by senior leaders and governors – June 2016.