



LATCHMERE
ACADEMY TRUST

Relationships and Sex Education Policy

Status	Statutory
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

Aims of our RSE policy

To provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

Relationship and Sex Education should:

- Be an integral part of the learning process, firmly embedded in PSHE, beginning in childhood and continuing into adult life;
- Be for all children, young people and adults, including those with physical, learning or emotional difficulties;
- Encourage exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision-making skills;
- Foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experience.

Three main elements

Attitudes and values: learning the importance of values i.e. moral considerations, family life, stable relationships for the nurture of children, respect, love, care and critical thinking as part of decision making and understanding moral dilemmas.

Personal and social skills: learning to manage emotions and relationships, developing respect for self and others, managing conflict and appreciating the consequences of choices made.

Knowledge and understanding: learning to understand physical development at appropriate stages, human sexuality and self-awareness.

Objectives:-

We will seek to achieve our aims by:-

1. Organising sex education carefully and factually in the wider context of relationships and values in line with our whole school aims.
2. Keeping parents fully informed and being willing to answer any queries openly.
3. Teaching children respect for their bodies in all contexts and as part of health education.

Framework

It is recognised that parents are the key figures in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings.

At school we aim to help pupils to view all their relationships within the family and community in a responsible and healthy manner based on love, understanding and respect.

Pupils are encouraged to appreciate the value of stable family life, and the responsibilities of parenthood. They are also helped to consider the importance of respect for themselves, acceptance of responsibility and sensitivity towards the needs and views of others.

It is acknowledged that some children come from backgrounds that do not reflect such values of experiences and therefore sensitivity is needed in dealing with these issues and this applies to cultural differences. We are also sensitive to differences in gender and the fact that sex education

may need to be taught to each sex separately. Whatever their circumstances pupils are encouraged to make informed decisions and to feel a sense of worth.

We aim to ensure children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support;
- Are prepared for puberty.

Sex Education will be of a cross curricular nature. It will be an integrated part of the schools Personal, Social, Health and Community Education (PSHE) and the Science Policy and will be delivered in ways that are appropriate to the children's ages, experience and take into account their need to have relevant information at each stage of their development.

Organisation and Delivery of SRE

SRE is taught as part of our National Curriculum Science programme and other aspects are taught in PSHE and RE lessons.

Through planned lessons in the curriculum as well as through wider school activities such as assemblies, children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about SRE in the classroom and they plan and liaise with other specialists, such as school nurses, related organisations and LA, to ensure our pupils receive an up to date and balanced programme.

The class teachers and the school nurse will be delivering Sex & Relationship sessions to Y5 and Y6 children in line with agreed school policy.

Teachers approached by a pupil for counselling or advice on any aspect of sexual behaviour, particularly if it relates to their own, should, wherever possible, encourage the pupil to seek advice from his/her parents. The teacher concerned may need to consider referring any such matter to the appropriate staff (head teacher, deputy head teacher or designated teacher responsible for pastoral care).

Teaching strategies

As much as possible we provide an interactive learning environment which is motivating and allows pupils to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Moral and Values framework

In our School we focus on teaching RSE in the context of long term relationships of all types using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others. (See Healthy Schools Standards).

Training

All teachers and other staff members who are required to teach SRE take advantage of relevant and appropriate training and resources offered by the LA or other recognised agencies.

Monitoring and Evaluating SRE

The head teacher, relevant staff members, trustees and class representatives will review and evaluate the effectiveness of the programme each year.

The Trustees (which includes elected parent representation) considers parental views on sex education matters to be very important. Parents wishing to express their concerns / views or make representation regarding sex education may do so at any time and such submissions should be sent to the head teacher. These will then be considered when the trustees carry out their annual policy review.

In addition, opportunities to express concerns or views about the school's approach to sex education exist at the special meeting for Year 5 and 6 parents. Our Science and PSHE Co-ordinators will monitor teaching and learning according to our school's policy.

Implementation will be monitored by the Head teacher, Deputy Head teacher and PSHE Co-ordinator and reported on to the Trustees.

Partnership with parents/carers

Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes.

Communication with parents

Parents will be informed when their children are undertaking a specific sex education programme, through the Programmes of study sent home termly or half termly. Parents may request an opportunity to see teaching materials at other times and these will be met so far as is reasonably possible.

Confidentiality and child protection

All staff members and external visitors, who work with our pupils have access to this policy and our School's Safeguarding Policy.

The Head teacher / school Designated Safeguarding Leads will have a discussion with any health professional or other adult before they start to work with our children. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.

We make clear to pupils what our procedures are with regard to confidentiality. In the School there is a small box in which children can place questions regarding any personal issue. The School nurse will respond to these questions in a way that is age and stage appropriate and will always consult with the Head teacher if he/she requires guidance on how to respond.

Inclusion statement

In our school 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.