



Windmill L.E.A.D. Academy  
A L.E.A.D. Academy

# Sex Education Policy

**Review frequency:** Governing body free to determine.

**Approval:** Governing body free to delegate to a committee of the governing body, an individual governor or the Headteacher.

Final: 24 June 2016

## Policy Statement

### Legal Framework

Academies' Funding Agreements require these schools to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well being (Children Act 2004)  
<http://www.legislation.gov.uk/ukpga/2004/31/contents>

\*This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

### Definition

Sex and Relationship Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

All academies, regardless of phase, will teach SRE through the Science curriculum from Key Stage 1 and as part of an academy's assembly & pastoral programme as appropriate. These curricula will ensure coverage of the following core elements:

- 1. Knowledge and Understanding** including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.
- 2. Personal and Social Skills** including: talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.
- 3. Attitudes and Values** including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Each pupil can expect:

- To have their views treated sensitively and with respect
- To access education related to forming healthy, positive relationships
- To access a curriculum which teaches them to keep themselves safe

## **Introduction**

The teaching of Sex and Relationships Education (SRE) at Windmill L.E.A.D Academy, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop,

In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

## **The Moral and Values Framework**

Sex and Relationships Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education. We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

## **Aims of Sex and Relationship Education**

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self esteem, self -confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;

- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

### **Context**

We teach Sex and Relationships Education in the context of the school's aims and values framework. Whilst Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Sex and Relationships Education with the beliefs that:

- SRE should be taught in the context of loving relationships and family life;
- SRE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect; children need to learn the importance of self-control.

### **Teaching and Learning including Delivery of the Curriculum**

We teach Sex and Relationships Education discretely. However, some relationship aspects are covered through our values curriculum, and some of the biological aspects are covered in Science. Most of the SRE content is taught during the last term of the year. The curriculum for SRE at Windmill maps out lesson objectives for each year group. These themes progress as children move through the school.

Resources for SRE are mainly kept centrally by the PSHE leader. The curriculum is also saved on the school's computer system.

We also teach Sex and Relationships Education through other subject areas (for example Science and PE) 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.

Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Sex and Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked personal space and privacy. The school utilises the Christopher Walkern Project and Channel 4 resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body.

In Years R – 3 children learn about:

- Developing the skills to have positive relationships with friends and family
- An understanding that families/relationships set-ups.
- Personal hygiene
- Growing and changing
- Differences between boys and girls

In Year 4 and 5 children learn about:

- Growing and changing
- How the body changes during puberty
- Male and female changes
- Puberty and hygiene

In Year 6 children learn about:

- How a baby is conceived and born.
- Understanding and communication in relationships

Both boys and Girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

### **The Role of Parents**

The school 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 school through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

### **The Role of the Headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **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 Sex and Relationships Education policy and on the instructions of the headteacher.

### **Confidentiality**

Teachers conduct Sex and Relationships 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, or indicates that they may have been a victim of abuse, this will be dealt with in line with our 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 headteacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have an 'SRE Question box' in their classroom during the half term in which they are being taught SRE, so that they can ask questions anonymously.

### **Procedures for Withdrawal of Pupils**

Parents and carers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the headteacher.

### **Children with SEN**

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly

included in SRE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEN, especially if the pupil has a very low mental and or emotional age.

### **Monitoring and Evaluating the Policy**

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs. Miss Aggus, PSHE co-ordinator, will be responsible for monitoring and evaluating the policy.

### **Useful Websites**

[www.cwpresources.co.uk](http://www.cwpresources.co.uk)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)

[www.kidshealth.org](http://www.kidshealth.org)

[www.fpa.org.uk](http://www.fpa.org.uk)

[www.ChildLine.org.uk](http://www.ChildLine.org.uk)

**This policy will be reviewed annually.**

**Updated June 2017**

Date Agreed:

Written By: Katy Aggus

Signed Head teacher:

Signed Chair of Governors: