



Edna G Olds Academy

A L.E.A.D. Academy

Date policy completed: September 2016

People Responsible: Hannah Tomlinson – PSHE and Healthy Schools

Co-ordinator, school staff, pupils, parents and Governors.

Review Date: September 2017

National Context

Whilst it is not statutory practice (as stated in the new curriculum 2014), as a school we will continue to have a Sex and Relationships Education Policy, developed in consultation with the whole school community.

	KS1	KS2	KS3	KS4
Age		7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Religious Education	√	√	√	√
Sex and Relationship Education			√	√

Table taken from p6 of The National Curriculum in England 2013

School Context

Nottingham has one of the highest rates of teenage pregnancy in the UK and is an area known to have very high incidents of sexually transmitted diseases many of which are common in young people.

The school serves the area of Lenton and the school currently has 26% of its pupils receiving free school meals. The community it serves is culturally diverse. Care has been taken to ensure that the policy is sensitive to the needs of young people and the views of the community by working with the healthy Schools Team. Strong communication links exist between the school and community, and parents will be invited into school to learn more about the sex and relationships education programme to be delivered in school. Specific support will be offered to any parents / carers who would either like to support the schools efforts or who wish to withdraw their child from any SRE which falls outside the science curriculum.

Aims

The aim of sex and relationships education at Edna G. Olds Academy will be to help and support young people through physical, emotional, spiritual and moral development to start to prepare them for the opportunities, responsibilities and experiences of adult life. Great emphasis will be placed on the nature and importance of stable relationships, family life and bringing up children. There will be no stigmatisation based on home circumstances and the intention behind our approach will not be meant to encourage early sexual experimentation but rather to enable young people to mature, to build up their confidence and self-esteem and develop the skills to keep themselves safe and happy in relationships.

Key Objectives

- Impart knowledge.
- Promote loving and caring relationships.
- Make young people aware of their rights especially in relation to their bodies.
- Enable the development of social skills and protect behaviours.
- To know and understand the range of religious views, perspectives and practices relating to puberty (including menstruation).

It is the intention that the SRE programme will be based on the needs of our young people, being developed in a way that learning outcomes appropriate to pupil's age, ability, gender and level of maturity and vulnerability will be identified. The curriculum will be firmly embedded within the National Curriculum and closely linked to SEALs, PSHE, Citizenship, Science and the National Healthy Schools standard and NCB Laying the Foundations Document.

Pupils will be helped to understand the difference and respect themselves and others.

At Edna G Olds Academy we strive to meet the needs of all pupils within SRE. Young people, whatever their gender, developing sexuality, physical or learning ability need to feel that SRE is relevant to them and sensitive to their needs.

What is Sex and Relationships Education?

SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable relationships including marriage, respect, love and care.

It has three main elements:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships including marriage for the nurture of children.
- Learning the value of love, respect and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to maintain emotions and relationships confidently and sensitively.

- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, emotions and relationships.
- Know about puberty.

The Curriculum

The SRE curriculum has been developed in consultation with pupils, parents and the LA. Pupils will be prepared for puberty and introduced to physical change at appropriate ages. Clear parameters are set as to what is taught in a whole class and on an individual basis.

The onset of menstruation can be alarming for girls if they are not prepared.

The SRE programme at Edna G Olds Academy aims to prepare pupils for menstruation before physical changes occur.

SRE is embedded in the wider PSHE curriculum, SEALs and within Science.

Life skills transferable to SRE are taught through the DARE programme in year 6.

The main resources used will be the 'Growing up and Keeping Safe' DVD.

The curriculum will be evaluated by pupils, teachers and parents on a regular basis.

Teaching and Learning

For SRE and each age group we will deliver appropriate SRE sessions. Teaching assistants may support children with SEN. Everyone involved in the teaching of SRE will follow school policy. The personal beliefs and attitudes of teachers will not influence the teaching of SRE.

Within SRE children will develop the confidence in talking, listening and thinking about sex and relationships. Different teaching strategies will be used.

For effective SRE, pupils will be involved in structured activities through which they can:

- Draw on previous knowledge to develop more understanding.
- Practice their social and personal skills.
- Consider their beliefs and attitudes about different topics.
- Reflect on their new learning, and
- Plan and shape future action.

Teachers will use a variety of strategies to promote active learning, including, small group tasks, discussion, circle time and games.

Assessment and review

School, class and individual reward procedures will be used to celebrate achievement within SRE.

Teachers will use work produced and small group discussions to assess pupil understanding within SRE.

Teachers will use informal assessment to revise future SRE plans.

Working with parents and the right to withdraw

The SRE curriculum at Edna G Olds Academy has been developed to take into account parental wishes and views. Parents/carers have a legal right to view this policy and have information about the schools SRE provision. They also have the right to withdraw their child from sex education lessons if they wish. They do not have the right to withdraw their children from those aspects of SRE that are taught in national Curriculum Science or where SRE issues arise incidentally in other subject areas.

Parents will be informed by letter when specific sex education lessons are being taught with an 'opt out' slip attached. Any parent withdrawing their child will be offered support from the school nurse and other health professionals as appropriate. Parents will be invited to come into school to view the DVD. We hope that parents can then be prepared to answer their child's questions at home.

The school will seek and take account of parents' views and endeavour to adopt a partnership approach with parents. We will work in active partnership with parents, value their views and keep them informed about our SRE provision. This will be done with an annual working group made up of parents, staff and governors to look at the scheme and any amendments that may need making.

Confidentiality and Safeguarding

Everyone involved in SRE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality.

Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Teachers will be aware that effective SRE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue.

Everyone involved in SRE will be alert to signs of abuse and report concerns or suspicions as outlined in the Child Protection policy. The Head Teacher and Deputy Head teacher who act as Child protection Co-ordinators, will be informed and any necessary action taken in line with the schools Safeguarding Policy.

Inclusion and support

There will be no gender bias in SRE. Teachers will plan a variety of activities which will help engage boys as well as girls, matching their different learning styles. Single sex groups may be used to encourage discussion and questions. Ethnicity may effect how children talk to their parents and teachers about sex and relationships. Teachers need to be aware that school may be the main or only source of sex education for some children. Consulting pupils and their families will help establish what is appropriate and acceptable in the school community.

The school will ensure the entitlement of all children to SRE and plan lessons appropriate to pupils' age, ability, maturity and individual circumstance.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

Links to other policies

- The SRE curriculum is embedded within the PSHE and Citizenship framework
- The SRE covers objectives from the Science Curriculum.
- The teaching of SRE may raise child protection issues.
- The Equal Opportunities Policy will be followed.
- Health and Safety Procedures will be followed at all times.

Dealing with questions

Teachers will give pupils the opportunity to ask questions in a variety of ways, including whole class, single sex and small group settings as well as through a class question box.

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as a counsellor, school nurse, help lines etc.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.
- If a question raises concerns about sexual abuse, teachers will follow child protection procedures.

Dissemination, Monitoring and Review

SRE policy and curriculum will be reviewed following the schools rolling programme. This will involve contributions from parents, pupils, the school nurse, teachers and governors.

Teacher assessment will influence SRE planning.

As part of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out and support and training offered as appropriate.