



SEX AND RELATIONSHIPS EDUCATION POLICY

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An academy within:



“Learning together; to be the best we can be”



Sex and Relationship Education Policy At Abbey School (Part of NEXUS MAT)

1 Introduction

Our school's policy on sex and relationship education (SRE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended SRE guidance under the current government (2015).

In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states, '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'.

The purpose of this policy is to set out the ways in which the school's provision for sex and relationships education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

Staff are fully aware that the delivery of SRE lessons for some of our children may trigger experiences of past childhood trauma. This alone or in addition to a lower developmental age and understanding mean that when teaching SRE; close partnerships with the school's wellbeing team, parents, carer's, social workers and virtual schools may be called upon to support the SRE work with the child/ young adult.

2 Aims and objectives

We teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- having respect for and being in control of their own bodies;
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults;
- that there are different types of families, all of which have equal value;
- respect for the views of other people;
- moral questions;
- relationship issues including keeping safe online and seeking help;
- recognising the role of human rights in preventing violence against girls and women;
- sexual abuse and what they should do if they are worried about any sexual matters.

3 Context

High quality sex and relationships education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach SRE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- 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, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour

Our SRE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure SRE can be accessed in an age-appropriate way throughout a child's school career.

4 Organisation and Content

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main SRE in our PSHE curriculum, we also deliver some SRE through the statutory science curriculum and other subject areas, such as ICT and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we use the Rotherham Healthy Schools Scheme of Work programme of study for PSHE to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. We ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the

context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

Under the science curriculum, teachers inform children about males and females and how a baby is born. We teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. Alongside this we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

5 The role of parents

The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the SRE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). SRE key questions and stages document (Appendix 2)

Parents are encouraged to establish exactly what is covered in the SRE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity. This is posted as a link on the school's website and has each class learning outlined linked to questions and themes. If a parent wishes their child to be withdrawn from any part of our SRE lessons, they are able to fill in the reply slip on the letter informing them of the SRE week. The PSHCE lead is available as first point of call should the need arise to discuss aspects of the programme and any concerns they might have. The school always complies with the wishes of parents in this regard.



6 The role of 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. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our SRE programme.

7 Confidentiality

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

8 The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.

The head teacher/PSHE Lead liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, work within its framework and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

The governing body is responsible for monitoring the delivery of our SRE policy. Governors give due consideration to any comments from parents about the SRE programme, and require the head teacher to keep a written record of parents' comments.

Jayne Leversidge PSHCE LEAD

Policy to be reviewed in: 2 years

Appendix 1 SRE Elements of the National Science Curriculum

Pupils should be taught 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

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Department for Education, September 2013

Appendix 2 SRE Ages and stages and questions from the SRE Forum

SRE @3-6 Class L1 L2

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- Who is in my family?
- How are other families similar or different to mine?
- What does my family do for me?
- What do I like about my friend?
- What does my friend like about me?
- What can other people do to make me feel good?
- Who do I look after?
- Why shouldn't I tease other people?

My body

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?

Life cycles

- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?

Keeping safe & looking after myself

- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me?
- Who should I tell if someone wants to touch my private parts?

People who help me

- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

SRE@7-8 Class L3

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- How have my relationships changed as I have grown up?
- Why do friendships change?
- How can I be a good friend?
- Why can it be fun to have a friend who is different to me?
- What are some of the bad ways people can behave towards one another?
- How do I know when I am being bullied?
- What do I do if I am being bullied?
- How can I make up with my friend when we have fallen out?



- Why are some parents married and some not?

My body

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are some girls in my class taller than the boys? How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?

Feelings

- What makes me feel good?
- What makes me feel bad?
- How do I know how other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with strong feelings?

Life cycles

- Why does having a baby need a male and a female?
- What are eggs and sperm?
- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?

Keeping safe & looking after myself

- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?

People who help me

- Who can I talk to if I feel anxious or unhappy?
- Where can I find information about growing up?

SRE@9-10 Class L4

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- What are the important relationships in my life now?
- What is love? How do we show love to one another?
- Can people of the same sex love one another? Is this ok?
- What are the different kinds of families and partnerships?
- What do the words 'lesbian' and 'gay' mean?
- Why does calling someone 'gay' count as bullying?
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

My body

- What is puberty?
- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- Why are some girls 'tomboys' and some boys a bit 'girly'?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Feelings and attitudes

- What kinds of feelings come with puberty?
- What are sexual feelings?
- What are wet dreams?
- What is masturbation? Is it normal?
- How can I cope with these different feelings and mood swings?
- How can I say 'no' to someone without hurting their feelings?
- What should I do if my family or friends don't see things the way I do?



- What do families from other cultures and religions think about growing up?
- Can I believe everything I see on the TV about perfect bodies/relationship/girls and boys....to be true?

Lifecycles/ human reproduction

- What is sex?
- What is sexual intercourse?
- How many sperm does a man produce?
- How many eggs does a woman have?
- How do sperm reach the egg to make a baby?
- Does conception always occur or can it be prevented?
- How do families with same-sex parents have babies?
- How does the baby develop?
- How is the baby born?
- What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

- How can I look after my body now I am going through puberty?
- How can girls manage periods (menstruation)?
- How can people get diseases from sex and can they be prevented?
- What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

- Who can I talk to if I want help or advice?
- Where can I find information about puberty and sex?
- How can I find reliable information about these things safely on the internet?

SRE @11-13 Class U1 U2

At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc.



Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What makes a relationship happy or unhappy?
- Why do relationships change during adolescence?
- How can I cope with changing relationships with my family and friends?
- Why do people get married or have a civil partnership?
- What can I do about family and friendship break-up?
- What are the qualities I should look for in a partner?
- Should everyone have a boyfriend or girlfriend at my age?
- At what age is it legal to have sex? At what age is it legal to get married/ or have a civil partnership?
- How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend?
- Do males and females have different expectations in relationships?
- What does it mean to be gay, lesbian, bisexual or transgender?
- What is the difference between transvestite and trans-sexual?
- What is acceptable touching and behaviour amongst my peers?

My body

- Am I normal? What is normal for my age? If I am a late-developer, will I catch up?
- Why do the media show so many pictures of thin/muscley/perfect celebrities? Should we all look like this?
- People say our hormones are raging during adolescence - what effect do they have on the body?
- How do hormones affect boys and girls differently?
- What is the menstrual cycle and how does it affect fertility?
- Why do boys get erections?
- What is the menopause, when does it happen in a woman's life and do men go through it too?
- What is happening to my body when I get sexually excited?
- What is an orgasm and how can I have one?
- Do males and females experience orgasm in the same way?
- What are normal bodily fluids secreted from penis and vagina?

Feelings and attitudes

- What is the difference between sexual attraction and love?
- How will I know if I am in love?



- Is it normal to be attracted or in love with someone of the same gender?
Does this mean I am gay or lesbian?
- Do you have to have sex to show someone you love them?
- What should I do if I feel I am being pressured into having sex? Is everybody doing it?
- In my community being a teenage parent is acceptable- is this wrong?
- My religion says that being gay or having sex before is marriage is wrong, what should I think?

Keeping safe and looking after my sexual health

- What is safer sex?
- Should everyone who is sexually active carry condoms?
- What infections can be caught from having sex? What are the symptoms?
- What is the impact on your health?
- What is HIV and AIDS, how do you get it? Is it always through sex?
- How do women get pregnant and how does the baby develop?
- Does sex always lead to pregnancy? How can conception be prevented?
- Are there ways of enjoying sex that don't risk pregnancy or infection?
- What are the different methods of contraception? Are some easier to use than others?
- When should emergency contraception be used?
- Who should be responsible for contraception/safer sex in a relationship?
- If someone is on the pill, why do they have to use a condom as well?
- Does drinking alcohol or using drugs affect my decisions about behaviour?

People who can help me/Sources of help and advice

- If I think I have a sexually transmitted infection, where can I get it treated?
- If a woman gets pregnant, what choices does she have?
- What are the best websites on sex and relationships for young people?
- How can I find out about local contraception and sexual health services, and what should I expect from them?
- Can I see a nurse or doctor in private?

SRE@14-16 Class U3 U4

At this age some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with

strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What should I expect of my partner in a sexual relationship?
- What can I do to make a sexual relationship more enjoyable?
- Do people try to control or exploit one another through sexual relationships?
- How can I recognise when this might be happening and respond to it?
- What is the most effective way to resist pressure from friends or partner to do things I don't want to do?
- How can I help a friend in an abusive relationship?
- What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it?
- What is most important to me in my relationships with friends, family and sexual partner?
- What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?
- What communication skills would help me in my relationships?
- When is the right time to become a parent?
- What responsibilities do parents have and what skills do they need?
- How can young people cope with family break-up, divorce and bereavement and who can provide support?
- What are the challenges of being a single parent? What help is available to single parents?
- What is the best way to challenge bullying and prejudice

Feelings and attitudes

- How can I cope with strong feelings such as anger, sadness, desire and love?
- What are the biggest influences on me and my friend's sexual behaviour and health?
- What do different cultures and religions believe about sex and relationships?
- How does how I feel about my body affect my self-esteem and my relationship with others?
- Pornography is easy to access on the internet - does it show what real sexual relationships are like/should be like?

- Why do people stereotype gays and lesbians/ male, females and transgender/ and stigmatise people with STIs such as HIV?

Keeping safe and looking after my sexual health

- What are the different types of contraception, their advantages and disadvantages, and how can I choose between them?
- Are all methods of contraception also protection against sexually transmitted infections including HIV? What are the risks of different sexual activities?
- Should I be responsible for contraception in a relationship? Can I negotiate this with my partner or should I trust them?
- I know that alcohol and drugs may affect sexual choices and behaviour - how can I reduce the risks from this?
- How do I use a condom and does it affect sexual performance?

People who can help me/sources of help and advice

- What are my rights as a young person to information, sexual health services and confidentiality?
- What is the full range of services, help and information available to me, where can I find out about them and how can I make the most of these services?
- I'd like to talk to my parents or a trusted adult about sex and relationships - what is the best way to go about this?
- If a woman gets pregnant, what choices does she have and what influences these choices?
- What are the laws on sexual offences?

SRE@16+

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed.

They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They will be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the

relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What are the challenges of long-term commitments and the qualities needed for successful loving relationships?
- What issues can be difficult to talk about in intimate relationships for example sexual pleasure and contraception and how can this be addressed?
- What is the psychological and emotional impact of relationships breaking up, loss, grief and death? What help and support is available?
- How can I be assertive in communicating with others?
- How can I be a better listener?
- What is the experience like of 'coming out' about being gay, lesbian or bisexual to family and friends?
- What is the experience like of disclosing positive HIV status to a sexual partner, family and friends?
- What are some of the challenges of parenting?
- How can parents and wider families support children in their social and emotional development?
- How do I think children should be educated about sex and relationships?
- How can power in a relationship be affected by gender?

Feelings and attitudes

- What are realistic and unrealistic standards for bodily appearance?
- How can bodily appearance be changed and what is the impact of plastic surgery?
- How are bodily appearance, self-esteem and behaviour linked?
- How can I recognise depression and mental health problems linked to poor self-esteem?
- Is there such a thing as self-esteem that is too high?
- What are gender norms and attitudes to gender equality in different cultures?
- What are my personal values about gender roles and gender equality?
- What does transgender mean and how can I challenge transphobia?

Influences on behaviour

- What is the impact of culture and law in determining what is considered acceptable and unacceptable sexual behaviour in society and how has this changed over time?
- Do peer norms impact on the use of condoms and contraceptives?
- What is the impact of the media on self-esteem and expectations about our bodies, sex and relationships?
- How can negative messages from our peers, the media and society be challenged?
- Does pornography present particular values in relation to power, gender and sexual behaviour?
- What forms of pornography are illegal?
- What protection does the law offer in protecting against discrimination on the grounds of gender and sexual orientation?

Keeping safe and looking after my sexual health

- What is the difference between efficacy and effectiveness of contraceptive methods?
- What are the pregnancy, STI and HIV risks of anal and oral sex and of non-penetrative sexual activity?
- What are the dangers of erotic asphyxiation?
- How does sexual functioning and reproductive capacity vary across our lives?
- What are some of the causes and impacts of infertility and what fertility treatment options are available?
- Is it problematic to use alcohol and drugs to increase sexual confidence and reduce sexual inhibitions?
- What are some of the key signs of sexual exploitation?

People who can help me/Sources of help and advice

- Do I know how to access sexual health services in my local area including services for contraception, abortion and counselling?
- How can I stand up for the right to affordable and confidential health services?
- How can I confidently give information to peers about sexual health and services available to them?