

SEX AND RELATIONSHIPS EDUCATION POLICY



1. Rationale and Aims

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching SRE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

The staff and Governors of Gothic Mede Academy believe that the aims of Sex and relationships education (SRE) at our school are to, provide a framework in which sensitive discussions can take place; prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene; help pupils develop feelings of self-respect, confidence and empathy; create a positive culture around issues of sexuality and relationships; teach pupils the correct vocabulary to describe themselves and their bodies. SRE involves a combination of sharing information, and exploring issues and values. SRE is not about the promotion of sexual activity.

2. Policy

Rights of withdrawal

Opportunities exist throughout the statutory curriculum to provide SRE. The school would prefer parents to play a part in this sometimes sensitive area by being informed and involved so they can continue discussions at home. GMA's SRE planning is all within the statutory requirements set out by the government and therefore parents do not have the right to withdraw their children from any aspect of the curriculum.

Statement about Sensitive Issues

Discussion will be encouraged at all times with ground rules regarding personal questions established.

If safeguarding issues arise the schools Safeguarding procedures will be initiated, all staff are aware of these procedures and are regularly updated (see Safeguarding Policy). When outside agencies provide classroom sessions they must be aware of and follow the confidentiality policy of the school.

3. Planning, Monitoring and Evaluation

SRE lesson will be delivered within the Science or PSHE curriculum. Long term, medium term and short term planning documents show knowledge covered by the schemes of work based on the school's guidelines. The PSHE subject lead will monitor planning and communications with parents about SRE. They will monitor guidance from the NSPCC and the LA about SRE education and review the policy as necessary.

Gothic Mede Academy have based the SRE planning on information and advice from the PSHE Association. This is checked and updated regularly to reflect the requirements of the National curriculum. Full details of what will be covered in SRE for each year group can be found in the curriculum map at the bottom of this document.

4. Roles and responsibilities

The Governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

5. Equal opportunities

Children will have equal access to the sex and relationship education.

Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause for concern.

6. Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the academy's website. Copies are also available upon request from the academy office. This policy will be reviewed every three years or as required.

7. Author and Date

Written by:

Sally Holland – December 2020

Ratified by governors - May 2021

Review date: December 2024

Sex and relationship education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring	Relationships: <ul style="list-style-type: none"> • Role of different people; families; feeling cared for. • Recognising privacy; staying safe; seeking permission. 	
Year 2	Spring Summer	Relationships: <ul style="list-style-type: none"> • Managing secrets; • Resisting pressure and getting help; • Recognising hurtful behaviour. Health and wellbeing: <ul style="list-style-type: none"> • Growing older and naming body parts. Science: <ul style="list-style-type: none"> • How animals, including humans, have offspring that grow into adults. 	
Year 3	Spring	Relationships: <ul style="list-style-type: none"> • Personal boundaries; safely responding to others; the impact of hurtful behaviour. 	
Year 4	Autumn	Relationships:	

	Summer	<ul style="list-style-type: none"> ● Respecting differences and similarities; discussing difference sensitivity. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> ● Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. 	
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