



Sex and Relationship Policy

MAT Policy updated:	Review Frequency:	Next review date:
04.02.2020	Annually	04.07.2020

1: Introduction

We have based our academy's sex and relationships education policy on the DFE guidance document Sex and Relationship Education Guidance (2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. 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'. Sex and Relationship Education is part of the personal, social and health education curriculum in our academy. While we use Sex and Relationship Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Sex and Relationship Education as a means of promoting any form of sexual orientation.

2: Aims

We teach children about:

- *the physical development of their bodies as they grow into adults;*
- *the way humans reproduce;*
- *respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;*
- *the importance of family life;*
- *moral questions;*
- *relationship issues;*
- *respect for the views of other people;*
- *sex abuse and what they should do if they are worried about any sexual matters.*

3: Principles

3.1 Context

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

- *sex and relationships education should be taught in the context of marriage and family life;*
- *sex and relationships education is part of a wider social, personal, 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;*

3.2 Organisation

Sex and Relationship Education should not be delivered in isolation, but firmly embedded in all curriculum areas, including Social, Moral, Spiritual and Cultural Development. At Milton Primary Academy the main content is delivered through SMSCD lessons. We also teach Sex and Relationship 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.

Sex and Relationship Education is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside the academy may be invited to contribute to the delivery of Sex and Relationship Education within the academy.

In Years 5 and 6 we place a particular emphasis on Sex and Relationship Education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women.

3.3 Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named designated safeguarding lead. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. All safeguarding issues cannot remain confidential and must be recorded and passed to the designated person.

3.4 Controversial and Sensitive Issues

Staff are aware that views around Sex and Relationship Education related issues are varied. However, while personal views are respected, all Sex and Relationship Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

3.5 Dealing with Questions

Both formal and informal pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The academy believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Officer if they are concerned.

3.6 The role of parents

The academy identifies 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 academy through mutual understanding, trust and co-operation. In promoting this objective, we:

- *inform parents about the academy'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 academy;*

Parents have the right to withdraw their child from all or part of the Sex and Relationship Education programme that we teach in our academy. If a parent wishes their child to be withdrawn from Sex and Relationship Education lessons, they should discuss this with the Head of academy, and make it clear which aspects of the programme they do not wish their child to participate in. The academy always complies with the wishes of parents in this regard.

Teachers and staff must be aware of the parental right to withdraw children from Sex and Relationship Education. Before discussing content that is not directly from the National Curriculum, a discussion must take place with a Senior Leader.

3.7 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, give us valuable support with our Sex and Relationship Education programme. Other people that we call on include social workers and youth workers.

3.8 Confidentiality

Teachers conduct Sex and Relationship 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, then the teacher will take the matter seriously and deal with

it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will take their concerns to the attention of the Designated Safeguarding Officer and it will be dealt with in line with school child protection policy and procedure.

3.9 The Role of the Head of Academy

It is the responsibility of the Head of Academy to ensure that both staff and parents are informed about our Sex and Relationship Education policy, and that the policy is implemented effectively. It is also the Head of Academy'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 Head of Academy liaises with external agencies regarding the academy Sex and Relationship Education programme, and ensures that all adults who work with children on these issues are aware of the academy policy, and that they work within this framework.

The trustees monitor this policy on a regular basis.

4 Monitoring and review

The Sex and Relationship Education policy is to be reviewed every two years and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the Sex and Relationship Education policy to ensure effectiveness and relevance

