

# Hill Top Academy



*'Every child, Every chance, Every day!'*

## Relationship and Sex Education Policy

**HILL TOP ACADEMY**

**Relationship and Sex Education Policy**

**Compiled by: R A Macleod**

**Reviewed by: E Rodgers September 2020**

**To be reviewed: September 2021**

**(REVIEWED: ANNUALLY)**

## **Vision Statement**

Hill Top Academy exists to provide the focus for our children to develop to their full potential, as individuals and as members of the academy and wider community, in a secure, caring and happy environment. Children, parents, academy staff and governors work in partnership for the benefit of all.

As an academy, we seek continually to enrich the lives of those entrusted to our care through a broad and balanced curriculum, designed to meet the needs of each child, enabling them to acquire the skills, attitudes and values necessary for life. By regular review, we evaluate progress and develop strategies on the basis of sound educational practice and moral values.

Sex and Relationship education is an integral part of our personal, social and health education programme, an area which is considered important throughout our academy.

We believe that sex and relationship education is an ongoing process, which should start in the home and continue at our academy. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

The academy's programme of sex and relationship education will be embedded within the academy's PSACE curriculum and will help children to respect themselves and others. The programme is tailored to the age and physical and emotional maturity of the children and is delivered by the academy staff and invited professionals.

## **Rationale**

We have based our academy's sex education policy on the DFEE guidance document 'Sex and Relationship Education Guidance' (ref DFEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and education development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'. Sex education is part of the personal, social and health education curriculum in our academy. While we use sex 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 education as a means of promoting any form of sexual orientation. It is also about the teaching of sex, sexuality and sexual health002E

## **Aims**

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- To foster self worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the academy's policy on equal opportunities.

## **Objectives**

The focus will be on healthy, respectful relationships, concentrating on family and friendships, on and offline.

The key areas of learning will be:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex and relationship teaching will be delivered via two areas of the curriculum. Through national curriculum Science/PSACE where

- Sex education at the academy will be developmental and age appropriate.
- Pupils will be taught about the nature of the human body and how it grows and changes.
- Sex education will be taught within the context of relationships and family life.

At Key Stage 1:

- Children should know that humans develop at different rates.
- Animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of bodies of the humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise the similarities between themselves and others and treat others with sensitivity.

At Key Stage 2:

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle.

### **Organisation**

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education PSACE curriculum, we also teach some sex education through other subject areas (for example science).

Teachers inform children about puberty and how a baby is born. For this aspect of the academy's teaching, we follow that guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health 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. We always teach this with due regard for the emotional development of the children.

We inform all parents and carers when the children in Years 5 and 6 will be doing SRE education lessons. All are also welcome to view the programme of lessons, ask questions about any issues and how they are taught, and to see the materials the academy uses in its teaching.

By the end of Primary School, the National Curriculum states that all pupils should know:

Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

## **Inclusion and Support**

RSE will be accessible to all regardless of gender. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs. There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

A range of different families and relationships will be explored within RSE. All children whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

## **The Role of Parents**

The academy is well aware that the primary role in children's sex 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 education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the academy.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal and make it clear which aspects of the programme they do not wish their children to participate in. The academy always complies with the wishes of parents in this regard, however many aspects of the lesson are part of the Science curriculum which is statutory and Psace/SRE is soon to become statutory.

## **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 academy nurse, give us valuable support with our sex education programme.

## **Confidentiality**

Discussion will be encouraged at all times.

Ground rules for discussion excluding personal questioning of staff or pupils will be established.

We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.

Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

Teachers conduct sex 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 deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Principal. The Principal will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

### **The Role of the Principal**

It is the responsibility of the Principal to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Principals 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 Principal liaises with external agencies regarding the academy sex 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 Principal monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **Equal Opportunities**

Pupils will have the opportunity to participate in SRE. However, parents have the right to withdraw their children from some of the curriculum after discussion with the Principal and if the academy is notified in writing.

### **Safeguarding and Child Protection**

We recognise that because effective SRE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

2) **Sexually Active Pupils** There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our academy, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

All staff members are aware of child protection procedures. (See policy)

### **Staff Support and Development**

It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the curriculum.

### **Role of Subject Leader Monitoring and Review**

It is the responsibility of the PSACE subject leader to monitor the standards of children's work and the quality of teaching in sex education supported by the Principal.

The Leader will also

- Attend insets and disseminate to staff.
- Consult and advise colleagues.
- Monitor sex education throughout the academy.

- Review annually the resources available and source and purchase any necessary equipment and books.
- Set clear realistic targets for raising standards throughout the academy.

## Governors

The Governors responsible for the curriculum are kept informed of any new developments and progress made pertaining to sex education. Andy Clark is the Healthy Schools Governor and leads this process.

This policy was adopted September 2015

Reviewed: September 2020  
To be reviewed September 2021



Signed

Principal



Signed

Chair of Governors

Dated: 11/11/2020

