



The Rivers
C.of E. Academy Trust

Unity Academy



Relationships and Sex Education Policy

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Last reviewed	October 2022
Next review date	October 2023

At Unity Academy we aim to:

- Enable all of our school community to have positive attitudes and live happy, healthy and fulfilled lives.
- Engage all learners to be responsible in making positive contributions to our society.
- Create a high quality, supportive and safe environment to deliver a curriculum that enables us all to be safe, happy and learn.
- Ensure that the pupils are at the heart of all we do and we aim to promote and develop a positive attitude towards learning, where all children feel valued and respected.

Aims and Objectives

“Relationships and Sex (RSE) education is lifelong 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.” [Sex and Relationships Education Guidance ref DCFS 0116/2000]

Sex and Relationships Education within our setting aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age appropriate. Parents will be fully informed of policy and practice.

Sex education is taught in age-appropriate ways within the personal, social and health education (PSHE) curriculum. Staff will endeavour to answer children’s questions in a way that is appropriate to their age and stage of development.

Our aim is to foster an understanding of a wide variety of relationships and caring with reference to families. The family unit is discussed sensitively through many RSE and PSHE sessions to ensure all the many variations are included and valued.

RSE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.

- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction

Equal Opportunities

In support of the equal opportunities policy, all pupils will have the same opportunities to benefit from the SRE resources and teaching methods, regardless of age, ability, sex, religion or race.

Safeguarding Procedures

If a child makes a reference to being involved, or likely to be involved in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of Child Protection.

Confidentiality

Confidentiality must not prevent action if the child is at risk. Staff will listen sympathetically to anything a child tells them in confidence. However, if a member of staff feels that a child is at risk then the appropriate people will be contacted in accordance with the school's Safeguarding Policy, a copy of which is available for parents in school.

Curriculum Content

In Key Stage 1

the focus will be on children being able to understand the importance of:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends, understanding others and respecting difference in all relationships
- Feelings
- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Key Stage 2, the focus will be on children being able to understand the importance of:

- Life changes
- Self esteem
- Respect for their own and others' bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences

Due to the nature of the admissions process, we accommodate all children across both primary key stages. Because of this, the children in each class may be from different year groups and have very different SEMH needs and learning abilities. Therefore, the teaching of these subjects will need to be addressed on the individual needs of the pupils. Classes receive personalised PSHE curriculums to meet their specific needs and levels of understanding and this will need to be taken into account when teaching various topics. If necessary, pupils will be placed in different groups to enable them to access the correct content required of the lesson objective.

We teach SRE in a variety of ways. The objectives are found within the Personal, Social and Health Education curriculum content and will be covered in dedicated PSHE times with some being delivered through assemblies, science, pastoral care and guidance and attitudes and expectations of behaviour promoted by the school community.

Organisation and Delivery

The headteacher is responsible for co-ordinating the policy and curriculum content.

The headteacher and a teaching assistant with a passion for PSHE will deliver SRE sessions through PSHE timetabled sessions using the PSHE scheme of work. We work closely with outside agencies in order to ensure SRE is delivered in a sensitive and well-informed manner.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parents/carers have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (*Education Act, 1996*). They cannot withdraw from human reproduction as in NC Science, for example. Any parents/carers expressing concerns will be invited into to school for discussions with the headteacher and to view materials and resources. Should they still decide to exercise this right, school will make provision for the

supervision of the pupil. The parent/carer will be advised that they have an obligation to provide the information at home using information available from the DCFS.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Unity Academy believes that individual teachers must use their skill and discretion in these situations and refer to the headteacher if concerned.

Monitoring and Evaluation

The headteacher is responsible for monitoring the standards of delivering RSE.

The headteacher will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities;
- establish a shared view of best practice to which all pupils are entitled;
- lead policy development;
- provide appropriate support and training for staff;
- monitor and evaluate the delivery, including the use of outside agencies, and pupils' responses to the programme;
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement;
- attend relevant LA courses and network meetings;
- order and monitor resources;
- provide staff with information about current developments in the subject.

Strengths and areas for development in the subject and areas for further improvement are discussed with the headteacher and colleagues.

Support and Training

The trustees acknowledge that the effective teaching of RSE within the PSHE framework requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy.

Trustees will also be offered an annual opportunity to be updated on any changes and developments.

Because of the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/RSE being a consideration within the annual budget.