




Sex and Relationships Education and Policy

November 2017

Signed (Chair of Trustees):	
Date:	November 2017
Date of Review:	November 2018

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved.

This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

1. Introduction

The Arbor Academy Trust's Sex and Relationships Education Policy is based on the DfES guidance document Sex and Relationship Guidance (Ref DfES 0116/2000). In this document, 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. It is also about the teaching of sex, sexuality and sexual health." 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.

2. Aims and Objectives

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.
- Relationships issues.
- Respect for the views of other people.
- Sex abuse and what they should do if they are worried about any sexual matters.

3. Context

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

- Sex education should be taught in the context of loving relationships and family life.
- Sex 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.
- Children need to learn the importance of self-control.

4. Organisation

- a) 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 (PSHE) curriculum, we also teach some sex education through the 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.
- b) In PSHE we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to them what will happen

to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

- c) In science lessons teachers inform children about puberty and how a baby is born. For this aspect of the Trust's teaching, we follow the guidance materials in the national scheme for work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow 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 of each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- d) In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. 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.
- e) We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught and to see the materials the Trust uses in its teaching.

5. The role of parents

- a) The Trust 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 through mutual understanding, trust and co-operation. In promoting this objective we:
 - Inform parents about the Trust'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 Trust;
 - encourage parents to be involved in reviewing the Trust's policy and making modifications to it as necessary;
 - inform parents about the best practice known with regard to sex education, so that the teaching supports the key messages that parents and carers give to children at home. We believe that through the mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
- b) Legally, parents have the right to withdraw their child from all or part of the sex education programme. The Trust always complies with the wishes of parents in respect of withdrawal of their child and discussions with the Executive Principal on the aspects of the programme they do not wish their child to participate in take place. However, the Trust does encourage pupils to take part in the programme relating to health and body changes.

6. The Role of Members of the Community

- a) 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 education programme. Other people that we call on may include local clergy, social workers and youth workers.

7. Confidentiality

- a) 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 a 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 the 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 draw these to the attention of the Executive Principal. The Executive Principal will then deal with the matter in consultation with the health care professionals (see also the Child Protection Policy).

8. The Role of the Executive Principal

- a) It is the responsibility of the Executive 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 Executive Principal'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.
- b) The Executive Principal liaises with external agencies regarding the Trust's sex education programme and ensures that all adults who work with children on these issues are aware of the policy and that they work within its framework. The Executive Principal monitors this policy on a regular basis and reports to governors when requested on the effectiveness of the policy.

9. Monitoring and Review

The Parents and Pupils Committee of the governing body monitors our sex education policy on an annual basis. This Committee reports its findings and recommendations to the full governing body, as necessary, should the policy need modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments. Governors require the Executive Principal to keep a written record, giving details of the content and delivery of the sex education programme that we teach in the Trust.