



Bader
ACADEMY

Sex and Relationships Policy

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Review Cycle	1 Year
Review Date	

An academy within:



1. Introduction

- 1.1. Our school's policy on sex and relationship education (SRE) is based on the requirements of the Education Act 2002 and the DfE document 'Relationships education, relationships and sex education (RSE) and health education' in which Relationships Education for primary pupils and Relationships and Sex Education (RSE) becomes statutory for secondary pupils from September 2020. Additionally, from September 2020, it will be compulsory for all schools to teach Health Education. These changes reflect the increasingly complex world today's young people are living their lives in, both on and offline. In today's society, young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- 1.2. In the DfE document, SRE is defined as 'learning about physical, moral, cultural, mental and emotional development'. The guidance states that in order to create a happy and successful adult life 'pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficiency'.
- 1.3. The purpose of this policy is to set out the ways in which our school's provision for relationships and sex education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life. Our PSHE curriculum aims to enable our pupils to put their knowledge into practice by developing resilience, knowing how and when to ask for help and where to access support. The guidance also sets out both the rights of parents / carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that Headteacher's should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of statutory RSE.
- 1.4. As the guidance states, schools are able to determine how to deliver the content set out in the DfE guidance, in the context of a broad and balanced curriculum. Staff are fully aware that the delivery of SRE lessons for some of our children may trigger experiences of past childhood trauma. This alone or in addition to a lower developmental age and understanding mean that when teaching SRE; close partnerships with the school's wellbeing team, parents, carer's, social workers and virtual schools may be called upon to support the SRE work with the child/ young adult.

2. Aims and Objectives

We teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- having respect for and being in control of their own bodies;
- body satisfaction and self-concept
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults; healthy relationships
- that there are different types of families, all of which have equal value;
- discrimination and stereotypes; inclusion
- respect for the views of other people;
- moral questions;
- relationship issues including keeping safe online and seeking help;
- relationships and the media
- recognising the role of human rights in preventing violence against girls and women;
- unwanted contact and consent
- sexual abuse, and what they should do if they are worried about any sexual matters.
- decision making, risk management and support seeking skills

3. Context

3.1. High quality sex and relationships education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach SRE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- 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;
- children develop respect for diversity, risk management and support seeking skills.
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;

- it plays a key role in improving health outcomes for children and young people, enhancing their decision making and support seeking skills and reducing teenage pregnancy and risk taking behaviour.

3.2. Our SRE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

3.3. In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure SRE can be accessed in an age appropriate way throughout a child's school career.

4. Organisation and Content

4.1. We teach about sex and relationships through different aspects of the curriculum. While we carry out the main SRE in our PSHE curriculum, we also deliver some SRE through the statutory science curriculum and other subject areas, such as ICT and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2. In PSHE, we use the PSHE Association programme of study for PSHE to inform our curriculum. We teach children about relationships, and what a healthy relationship looks like, including boundaries and consent. We encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it, through real-world context. We ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

4.3. Under the science curriculum, teachers inform children about males and females and how a baby is born. We teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. Alongside this we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

5. The Role of Parents

5.1. The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the SRE resources used in our lessons available for viewing.

5.2. We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

5.3. We acknowledge that parents have the right to withdraw their children from all or part of the sex education (but not relationships or health, as per DfE 2020 statutory requirements) taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1).

5.4. Parents are encouraged to establish exactly what is covered in the SRE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity. This is posted as a link on the school's website and has each class learning outlined linked to questions and themes. Children's PSHE long term overview will be shared with parents and if a parent wishes for their child to be withdrawn from any sex education lessons,

they are able to fill in the reply slip on the letter informing them of their child's PSHCE learning or SRE week. The PSHCE lead is available as first point of call should the need arise to discuss aspects of the programme and any concerns they might have. The school always complies with the wishes of parents in this regard.

6. 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, and our local community police officer, workshops and theatre companies can give us valuable support with our SRE programme.

7. Confidentiality

Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

8. The Role of the Headteacher

- 8.1. It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.
- 8.2. The Headteacher/PSHE Lead liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, work within its framework and reports to Governors, when requested, on the effectiveness of the policy.

9. Monitoring and Review

The Governing Body is responsible for monitoring the delivery of our SRE policy. Governors give due consideration to any comments from parents about the SRE programme, and require the Headteacher to keep a written record of parents' comments.

Jessica Tapp PSHCE LEAD ([change](#))

Date: 28.4.20 ([change](#))

Policy to be reviewed in: 2 years ([change – 1st page states 1 Year](#))

Appendix 1 SRE Elements of the National Science Curriculum

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Department for Education, September 2013

At Bader Academy, we use the PSHE Association programme builders to help to develop our PSHE education schemes of work, whilst ensuring that Relationships, Sex and Health Education content is fully covered. We adapt the programme of study to fit the needs of our young people. L1 – L5 follow the primary curriculum, with L1 – L3 following a questions based model and L4 and L5 following a thematic model, covering the three key themes of relationships, health and wellbeing and living in the wider world.

	Autumn 1 Relationships	Autumn 2 Relationships	Spring 1 Health and Wellbeing	Spring 2 Living in the wider world	Summer 1 Health and Wellbeing	Summer 2 Living in the wider world
L 1	What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies	Who is special to us? Ourselves and others; people who care for us; groups we belong to; families	What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health	What can we do with money? Money; making choices; needs and wants	Who helps to keep us safe? Keeping safe; people who help us	How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing

	Autumn 1 Relationships	Autumn 2 Relationships	Spring 1 Health and Wellbeing	Spring 2 Living in the wider world	Summer 1 Health and Wellbeing	Summer 2 Living in the wider world
L 2	What makes a good friend? Friendship; feeling lonely; managing arguments	What is bullying? Behaviour; bullying; words and actions; respect for others	What helps us to stay safe? Keeping safe; recognising risk; rules	What jobs do people do? People and jobs; money; role of the internet	What helps us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping	How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up

	Autumn 1 Relationships	Autumn 2 Relationships	Spring 1 Health and Wellbeing	Spring 2 Living in the wider world	Summer 1 Health and Wellbeing	Summer 2 Living in the wider world
L 3	How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments	What are families like? Families; family life; caring for each other	What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products	What makes a community? Community; belonging to groups; similarities and differences; respect for others	Why should we eat well and look after our teeth? Being healthy: eating well, dental care	Why should we keep active and sleep well? Being healthy: keeping active, taking rest

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
L 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
L5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereo-	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid

As our pupils reach secondary PSHE education, students follow a competencies based approach, learning skills and attributes in independence and aspirations; autonomy and advocacy and choices and influences (including risk management and help-seeking strategies). Building knowledge and developing competencies is an essential part of our PSHE curriculum.

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
L6 + L7	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school 	Developing empathy, compassion and communication: <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online 	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep 	Developing self-confidence and self-worth: <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and forced marriage 	Developing agency and <u>decision making</u> skills: <ul style="list-style-type: none"> Drugs, alcohol and tobacco Safety and first aid

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
U1 & Horizon	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> Managing online presence Digital and media literacy 	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence Online choices and influences 	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work 	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
U2 & U3	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> GCSE options Sources of careers advice Employability 	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication 	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies 	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt 	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> Sexually transmitted infections (STIs) Contraception Cancer awareness First aid

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
U4 & U5	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns 	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment 	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships 	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation 	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> Preparation for, and reflection on, work experience

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy
U6 & WAVEE	Developing resilience and risk management skills: <ul style="list-style-type: none"> Money management Fraud and cybercrime Preparing for adult life 	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> Relationship values Maintaining sexual health Sexual health services Managing relationship challenges and endings 	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> Making safe and healthy lifestyle choices Health promotion and self-examination Blood, organ, stem cell donation 	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss 	Developing confidence, self-worth, adaptability and <u>decision making</u> skills: <ul style="list-style-type: none"> Recognising and celebrating successes Transition and new opportunities Aligning actions with goals