



The Nar Valley Federation of Church Academies

Sex & Relationships Education Policy

Purpose:

- to incorporate the provisions of the National Curriculum Orders
- to clarify/ensure cross-curricular links throughout the school

Policy Development:

All staff were involved in the revision of this policy, through curriculum meetings, discussion, and during a rolling programme of release. The Headteacher, Deputy Headteacher and Governors' Learning & Teaching Committee were consulted throughout the process.

Additionally, all Nar Valley Federation staff are encouraged to attend appropriate in-service training courses (for example, in the areas of Gender Issues, Health, First Aid and Drugs Education). Information and ideas gathered in this way will subsequently be discussed and shared throughout the school at organised staff meetings.

Aims:

The aim of sex education in school is to help the children to grow up accepting sexuality as a normal and life enhancing part of their lives, and to prepare them for living in modern society, by answering questions and providing information appropriate to their age and degree of maturity.

It is an important aim of both the taught curriculum and the pastoral role of the staff at the Nar Valley Federation academies to promote skills and attitudes which will prepare children to manage their relationships in a morally responsible and healthy manner. Sex education should be an integral part of physical and health education in the context of moral and physical growth and social relationships.

The Nar Valley Federation of Church Academies will ensure that sex education is taught within a moral framework. Children will be encouraged to appreciate the value of stable family life, the responsibilities and skills of parenthood, and teaching about marriage.

In order to achieve this, it is Federation policy:

- to assist in the physical and personal development of the children;
- to provide each child with the requisite knowledge of health issues at an appropriate level;
- to help the children develop positive attitudes to bodily form and function, and to acquire the necessary vocabulary to describe these;
- to help children make informed decisions about health and sex.

Objectives:

The broad objects of teaching in this area are:

- to help combat gender stereotyping;
- to help children cope with emotional and physical changes;
- to promote greater acceptance of difference in others.

Content of the programme:

The content of Sex and Relationships Education lessons throughout the Federation is predetermined by:

- The National Curriculum Orders for Science
- The agreed RE and PSHE policies.

Teaching Approach:

Much of the work can be covered during designated subject lessons, whether they be in science, RE or the PSHE curriculum. Children may be encouraged to discuss topics in an open forum, in pairs or in small groups as appropriate to the given task.

Whole class taught work is often appropriate during the initial stages of a theme, as a strategy for imparting key concepts and to help overcome initial reticence. Note and diagram-taking may not always be appropriate.

An understanding of the fact that there are laws, morals and religious and social conventions relating to much of the material should be promoted throughout the school.

Access and Entitlement:

One of the aims of this policy is to establish the full entitlement of every child to Sex and Relationships Education input, regardless of gender or any physical challenges they may experience: proper planning will always help ensure this. The stereotypic beliefs that sex (in particular) is: either embarrassing or dirty should be sensitively approached; the content of the syllabus must be promoted as central to everybody's physical and mental well-being.

Differentiation:

Differentiation throughout the school is by expectation, outcome and by the careful and considered application of a variety of materials, approaches and strategies. Due regard is, however, always given to the knowledge baseline which all children are expected to achieve at each stage of their school career.

Special Needs Provision:

SEND children often display great enthusiasm for some aspects of the work, and this should be encouraged; oral contributions in these areas may lead to greater confidence and enhanced performance in other aspects of the curriculum. The needs of SEND children must be considered when planning dramatic visualisations of PSHE topics, so as to minimise danger and frustration.

Possible conflicts with domestic beliefs:

The personal beliefs and religious doctrines of the children or their families, should be respected whenever possible. When conflicts of interest exist between these, the requirements of the National Curriculum and the generally held convictions of the medical and legal communities (for example, in connection with controlled drugs, nicotine and alcohol abuse or appropriate sexual behaviour) then negotiation between parents, Strategic Development Group, the governing body and, possibly, external agencies may be necessary.

Progression:

Records kept by class teachers, curriculum maps and medium and short-term planning documents indicate individual and group progression and timing of the next stage of learning.

Resources:

The Federation schools are well equipped to address most areas of Sex and Relationships Education. Apparatus, charts, interactive technology and consumables are held centrally and these are made available throughout the school in response to planning-driven requisitions; this helps prevent demand for the same equipment.

Ordering is the responsibility of the Science/RE/PSHE subject leaders. This is conducted on an annual basis and is informed by careful planning and by review of the previous year's requirements.

Parental/Other Adult Involvement:

Parents will be informed of programmes that require consent. Furthermore, the school will notify and inform parents of arranged activities. Such programmes may include visits by the School Health Adviser who may be invited to discuss feminine hygiene and the Community Police Officer (PCSO), who may talk about controlled drugs.

Opportunities in Information Technology:

The Federation academies are well-equipped with PCs and Interactive Whiteboard Technology to support the teaching of Health and Sex Education.

Staff Roles and Responsibilities:

Each class teacher is responsible for their own short and long-term planning, for the assessment of its effectiveness and for ensuring that the provisions of the school policy for Sex and Relationships Education are met.

Additionally, it is a reasonable expectation that staff will, whenever possible, promote the ideas of a healthy life-style: this might, for example, be by appropriate choice of food at lunchtime, by not smoking, by encouraging healthy leisure activities such as team sport, walking and other participant pursuits. At the same time, care must be taken not to be over-critical of adult behaviour that the children may witness at home!

Monitoring and Evaluation:

Audit and review of the policy and monitoring the effectiveness of its delivery are the responsibilities of the Headteacher, the Science/RE and PSHE/Citizenship Subject Leaders and all staff.

Governor Monitoring:

Governor Monitoring will focus on:

- ...awareness of resource provision;
- ...awareness of curriculum and development planning;
- ...knowledge of parental involvement;
- ...knowledge of usage of ICT in subject.

Policy Review:

Review of the Nar Valley Federation policy for the teaching of Sex and Relationships Education is on-going and continuous. A formal review date is set in the Nar Valley Federation policy review cycle.

Ratified by Governors: 14 July 2015

Signature:

Review Due: 14 July 2018

The policy is the responsibility of the Standards Committee