



Amherst School (Academy) Trust

Relationships and Sex Education Policy

Policy Title	Relationships and Sex Education Policy (SRE)
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Policy Reference	
Function	For Information and Guidance
Status	Statutory
Audience	Parents, Governors, Headteacher, Teachers, Support Staff, the Department for Education
Ownership / Implementation	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
S&RE coordinator	Miranda Huntley
Version	V2.0
Date Approved by Governing Body	
Approved by Teaching & Learning Committee	
Date for Review	January 2021



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Rationale

The UK has the highest rate of teenage pregnancies in Europe, and the evidence suggests that children are becoming sexually active at an earlier age.

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at Amherst School. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Sex and Relationships Education provided forms a foundation for further work in secondary schools, and the skills and attitudes developed will enable the children to lead healthy lives.

At Amherst School, we have based our SRE policy on the DfES Guidance document (DfES 0116/2000). In this document SRE is defined as: *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.*

SRE is part of the Personal, Social & Health Education curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows children to ask and explore moral questions.

Aims

The purpose of teaching SRE is to ensure that children learn about issues in a caring and informed way, which dispels myths that they may have acquired.

At Amherst School, we aim:

- to ensure that pupils are prepared for puberty
- to develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- for pupils to be able to name parts of the body and describe how their bodies work;
- for pupils to know who in school they can ask for help and support from if they have concerns about any aspect of their lives;
- to empower pupils to make informed choices about their education and future adult life;
- to promote the importance of self respect for their bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- to promote the importance of family life;
- to answer and discuss moral questions;
- to explore and discuss and answer relationship issues.

The school will work towards these aims in partnership with parents and carers.

Delivering Relationships and Sex Education

SRE is taught through a developmental scheme of work to all pupils across Key Stage 2, and links to other aspects of PSHE education to fully equip the children with the skills and



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attitudes necessary for them to benefit effectively from sex and relationships education. PSHE throughout the school is supported by use of the SEAL (Social and Emotional Aspects of Learning) Program, Go Givers resources, BBC resources and a scheme of work designed to reflect the school's values.

The BBC video (Focus on Growing Up 1996) and worksheets will form the main teaching resources for the delivery of this topic in Years 5 and 6. Children are taught about puberty and changes to their body at the end of Year 5 and again at the end of Year 6. Human reproduction is taught to Year 6 pupils only. We also teach some SRE through Science where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

Most of the teaching of SRE will be done by the class teachers, as s/he will have established a positive working relationship with the pupils. The more discrete topic taught in Year 6 at the end of the Summer Term about Sex and Relationships will be taught in single sex groups with two adults present in each classroom. Teachers will respond sensitively to the children's questions and provide anonymous question boxes for the children to put in any questions they may have on the topic. The teachers will then make a carefully considered judgment about which questions are age appropriate to answer in school and reinforce with the children the importance of finding a trusted adult at home to talk to.

Cross curricular links

All curriculum areas make a contribution to SRE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas
- R.E. – discussion of family and marriage
- History and Geography – discussion of wider social issues
- Art and Music – discussion of feelings and emotions within relationships

Parents and Sex & Relationships Education

We appreciate the sensitivity and concerns some parents may feel towards SRE and therefore, we invite parents to view the materials we use in school. We believe that for the pupils to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- inform parents/carers about the school's SRE policy and practice;
- answer any questions that parents/carers may have about SRE of their child;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school;
- offer opportunities for parents/carers to give feedback on the SRE curriculum and delivery
- inform parents/ carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents/carers have the right to withdraw their children from that part of the SRE programme that is delivered through PSHE (though not from those elements taught through Science).



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Parents/carers who wish to withdraw their children from any aspect of SRE programme should meet with the Headteacher to discuss their concerns. Should, after discussion, parent/carers still wish to withdraw their child, they must submit a letter in writing prior to the commencement of the SRE programme. The school will seek to address any parental concern sensitively making every effort to meet the needs of their request to speak to a staff member of a specific gender.

Differentiation and Additional Educational Needs

We recognise that all pupils will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points will be conveyed using language that is accessible to the pupils.

Equal Opportunities

Amherst School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected.

Confidentiality:

Teachers conduct SRE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher or teachers will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the Policy for Child Protection will be followed.

Monitoring and Review:

The SRE policy will be reviewed by the teachers, parents and the Governors of Amherst School Academy Trust on an annual basis. Any findings and recommendations will be submitted to the Governors of Amherst School Academy Trust, as necessary, to update this policy statement.

Signed: (Chair of Governors) Date: