

The Canterbury Academy Trust

Schools for all the Talents



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The Canterbury Academy Trust

The Canterbury Primary School – Sex and Relationship Policy

At The Canterbury Primary School, the Sex and Relationships Education Policy is regarded as an integral part of our PSHE, Citizenship and Science curriculum. Our approach and course of study aim to embrace all our children, equipping them with the appropriate knowledge at the right stage and time, in relation to their age and maturity. Children should learn respect for their own bodies and other people's, thus being able to make choices based on accurate understanding. The curriculum is designed to provide children with the skills to make and develop meaningful relationships in all walks of their life. We endeavour to guide them in developing caring and responsible attitudes towards each other, particularly in understanding and respecting the needs of others.

We wish to work together in partnership with parents/carers to support and help our children to understand themselves, so enabling them to develop as responsible adults capable of formulating their own moral code of behaviour.

Our policy aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Organisation

Sex and Relationships Education is taught as part of PSHE, RE and Science. The class teacher is responsible for delivering the curriculum; the PSHE coordinator is responsible for monitoring the planning of PSHE, including SRE and implementation of the policy. Classes will usually be mixed but, in KS2, there will be occasions when the children will be taught in single-sex classes. Teachers will encourage outside agencies to provide expert active/input into the SRE curriculum. We implement the SEAL programme to develop many key relationships and managing own behaviour concepts with children from the Foundation Stage to Year 6. Every Term has a PSHE theme which runs through whole school and class assemblies. Each year group has a word of the term which links to the PSHE theme.

Answering difficult questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection member of staff if they are concerned.

Parental Involvement

Parent/carer awareness sessions will be held so parents can see the resources used when teaching their children. Parent/carers have the right to withdraw their children from the non-statutory SRE sessions (except sessions covering the requirements of the science national curriculum).

Appendix

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk (*) are part of the National Curriculum statutory requirements.

EARLY YEARS FOUNDATION STAGE

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. *
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. *
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. *
- Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. *
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. *
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. *

YEARS 1 AND 2

Pupils will be able to:

- identify and share their feelings with others.
- recognise safe and unsafe situations.
- identify and be able to talk with someone they trust.
- be aware that their feelings and actions have an impact on others.
- make a friend, talk with them and share feelings.
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- the basic rules for keeping themselves safe and healthy.
- safe places to play and safe people to be with.
- the needs of babies and young people.
- ways in which they are like and different from others.
- that they have some control over their actions and bodies.
- why families are special for caring and sharing.

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 *Y1
- notice that animals, including humans, have offspring which grow into adults * Y2

Pupils will have considered:

- why families are special.
- the similarities and differences between people.
- how their feelings and actions have an impact on other people.

YEARS 3, 4, 5 AND 6**Pupils will be able to:**

- express opinions, for example, about relationships and bullying.
- listen to, and support others.
- respect other people's viewpoints and beliefs.
- recognise their changing emotions with friends and family and be able to express their feelings positively.
- identify adults they can trust and who they can ask for help.
- be self-confident in a wide range of new situations, such as seeking new friends.
- form opinions that they can articulate to a variety of audiences.
- recognise their own worth and identify positive things about themselves.
- balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions.
- listen to, support their friends and manage friendship problems.
- recognise and challenge stereotypes, for example in relation to gender.
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that safe routines can stop the spread of viruses including HIV.
- about the physical changes that take place at puberty, why they happen and how to manage them.
- the many relationships in which they are all involved.
- where individual families and groups can find help.
- how the media impact on forming attitudes.
- about keeping themselves safe when involved with risky activities.
- that their actions have consequences and be able to anticipate the results of them.

- about different forms of bullying people and the feelings of both bullies and victims.
- why being different can provoke bullying and know why this is unacceptable.
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals * Y5
- describe the changes as humans develop to old age * Y5
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents *Y6

Pupils will have considered:

- the diversity of lifestyles.
- others' points of view, including their parents' or carers.
- why being different can provoke bullying and why this is unacceptable.
- when it is appropriate to take a risk and when to say no and seek help.
- the diversity of values and customs in the school and in the community.
- the need for trust and love in established relationship.

The Canterbury Academy

The objective of the Sex & Relationship policy is to support young people through their physical, emotional and moral development. This will enable young people to develop their confidence when talking, listening and thinking about sex and relationships. It will also make a significant contribution to, and be informed by, the needs of the 'Every Child Matters' agenda.

Aims

To help and support young people through their physical, emotional and moral development.

To help young people learn to respect themselves and others.

To help young people move with confidence from childhood through adolescence into adulthood.

Objectives

Children need to know:

- About physical development at appropriate stages.
- About human sexuality, reproduction, sexual health, emotions and relationships.
- About contraception, sexual health advice and relevant support services.
- About sexual behaviour and the legal implications.

Children need to be able to:

1. Explore, consider and understand moral dilemmas.
2. Develop critical thinking as part of decision making.
3. Manage emotions and relationships confidently and sensitively.
4. Develop self-respect and empathy for others.
5. Make choices based on an understanding of difference and with an absence of prejudice.
6. Manage conflict.
7. Recognise and avoid exploitation and abuse.

Attitudes & values

- Students will be taught about the nature of marriage and its importance for family life; however, The Board of Directors also accepts there are other forms of strong and mutually supportive relationships outside marriage which students may consider.
- The Board of Directors believes that nothing should be said or done to implicitly or explicitly present the view that single parent families are a concern.

- That love, care, respect, conscience and morality are the important values in any relationship and/or family unit

It is important parents understand that The Board of Directors believes that there is little point in denying reality. The Board of Director's view is that sex and relationship guidance should be open, honest and explicit with all aspects as legitimate topics of concern and education. Nothing will be prohibited. Where appropriate, students will be referred to relevant health or guidance professionals. School has trained staff to give appropriate support through room The Youth Team, room 40 and the Nurture Room. Students have the opportunity to discuss issues and access a range of health advice and support. In addition to this, students can raise any concerns or issues they have with their support manager.

In the current framework, all members of staff have a professional responsibility to help students understand and come to terms with this most complex aspect of human behaviour and personal growth; the Board of Directors believe that this is also an educational and moral duty. The Board of Directors will support members of staff in discharging this responsibility. If parents feel uncomfortable, uneasy or unhappy with this then they should ask to see the materials used; request a copy of the programme of study; discuss their concerns with a member of the Board of Directors; or, exercise their statutory right to withdraw their child from the Sex and Relationship Programme which is their right under legislation.

The Sex and Relationship programme will be delivered at an age appropriate level.

1. In **Science** by following the national curriculum but adding other more explicit aspects as required.
 2. In **RE and the youth team programme** which will consider attitudes and values with personal and social skills.
 3. Explicitly in **core learning lessons** on a termly rotation, delivered by senior staff.
 4. Students in the Senior School complete an NCFE CACHE level 1 award in Sexual Health Awareness.
 5. Through a **programme of visiting speakers and health professionals** who will deal with specific issues.
 6. By **referral** to health professionals and trained specialists.
 7. In the broader context of the **NHSS**.
- *A copy of the Programme of Study will be available to parents within 14 days of request.*

The responsibility for this programme rests with the Board of Directors

The Sex and relationship policy will be reviewed annually in consultation with relevant members of the school community, and then ratified by the Policy committee.

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Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

Parents will be invited once a year through a parental forum to comment upon this policy. There will also be a statement informing parents of this policy and their rights on the school Website.

- *This policy has been especially informed by the following documents;*
- *DfEE Guidance Document on |Sex & Relationship Guidance 0116/2000*
- *The National Curriculum (Key Stages 3 & 4); Guidelines on Personal, Social and Health Education, pp188-194*
- *(July 1999) QCA/99/458*
- *The National Curriculum (Key Stages 3 & 4); Statutory programme of Study for Citizenship, pp183-186*
- *(July 1999) QCA/99/458*
- *The National Curriculum (Key Stages 3 & 4); statutory programme of Study for Science and for Physical Education*
- *(July 1999) QCA/99/458*
- *DfEE National Healthy School Standard, Getting Started – a guide for schools PP114/D21/39052/0999/53*
- *DfEE circular 10/95 (protecting Children from Abuse)*
- *The school will also take advice from Kent County Council PSHE & Citizenship Advisory Service.*
- *The school has been accepted into the East Kent Healthy Schools Scheme (02/11/2000*
- *Policy on Sex and relationship education published by the DFE November 2010 and updated April 2011*