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**Eastfield Primary Academy**

**Sex and Relationship Education Policy**

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| *Date Policy Produced:* | *October 2018* | *Policy Produced by:* | *K A Thompson* |
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| *Date of Policy Review:* | *October 2019* | *Policy Reviewed by:* | *K A Thompson* |
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| *Date of Policy Review:* |  | *Policy reviewed by:* |  |

**Introduction**

Eastfield Primary Academy is an Academy that cares for its children. This policy provides clear guidance on how we aim to educate our children regarding sex and relationships.

**Vision**

At Eastfield Primary Academy, we endeavour to educate our children to help keep themselves and others safe and healthy. To nurture their natural inquisitiveness and to support them morally and pastorally to prepare them to contribute positively to their community in the 21st century.

**Aim**

At Eastfield Primary Academy we aim to ensure that our children know how to keep themselves safe and healthy, and have positive and safe relationships with others.

**What is Sex and Relationship Education?**

Sex and Relationship Education is a vital part of our growing up. It helps children understand how people relate to each other, build self-esteem and develop personal identity. It is always taught in the context of a family situation and includes both the physical and psychological parts of relationships and sex.

This policy takes into account legislation outlined in The Children and Families Act: section 69 and The Special Needs and Disability Regulations 2014

**Why is it important?**

Sex and Relationship Education is important because it helps children to develop healthy attitudes towards themselves, their physical growth, and towards each other. It also teaches them about the rights and responsibilities involved in making mature decisions about relationships and sex.

**Specific Aims and Objectives for Sex and Relationship Education**

* to give children the knowledge, that is age appropriate, the skills and understanding they need in order to lead healthy lives, make informed decisions and behave in a responsible way in matters concerning relationships and sex
* to develop their personal and social skills, including self-respect and empathy for others.
* to learn about the value of family life and the value of love, respect and care.
* to help children develop healthy attitudes towards relationships and sex.
* to help children realise that relationships and sex are not taboo subjects, they are a natural part of our lives
* to help children recognise different types of relationships, including friendships, family relationships and dealing with strangers
* how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
* how relationships may affect health and wellbeing, including mental health;
* healthy relationships and safety online.

**Planning**

Sex and Relationship Education takes place through the teaching of PSHE (Jigsaw) and Science.

**Curriculum Coverage:**

 In England and Wales, certain aspects of Sex and Relationship Education are a statutory requirement as part of the National Curriculum PSHE order.

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| At Key Stage 1 pupils are taught: | At Key Stage 2 pupils are taught: |
| * the names of the main parts of the body
* to recognise how their behaviour affects other people.
 | * the names of the main parts of the body
* to recognise how their behaviour affects other people.
* to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
* to recognise different risks in different situations and then how to behave responsibly, including sensible use and judging what kind of physical contact is acceptable and unacceptable.
* to recognise how their behaviour affects other people.
* to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
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In England and Wales, certain aspects of Sex and Relationship are a statutory requirement as part of the National Curriculum Science order.

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| At Key Stage 1 pupils are taught: | At Key Stage 2 pupils are taught: |
| * + that animals, including humans, move, feed, grow and use their senses and reproduce.
	+ that humans and other animals can produce off spring and that these offspring grow into adults.
	+ that the life processes common to humans and other animals include nutrition, movement.
	+ about the main stages of the human life cycle.
 | * to describe the different lifecycles of a mammal, an amphibian, an insect and a bird.
* To describe the life process of reproduction in some plants and animals.
* To describe the changes as humans’ develop to old age
* To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
* To recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents.
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**The Role of Teachers**

Eastfield will ensure that the needs of all children are met. Young people, whatever their developing sexuality, need to feel that sex and relationships education is relevant to them and sensitive to their needs.

Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers will deal with the subject honestly and sensitively, giving objective information, allowing balanced discussion, and challenging homophobic comments. They will answer appropriate questions and offer support.

Effort is made by all class teachers to differentiate the learning experiences planned for children with special educational needs to enable them to receive an appropriate level of challenge in this area.

All children have the right to equality of access to Sex and Relationship Education and it is the responsibility of the Class Teacher to ensure that individual needs are met ( or to inform their line manager of any difficulties encountered in meeting individual needs) to facilitate equality of opportunity for all.

Teachers are aware that effective sex and relationships education, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Disclosures from children may take place at an inappropriate place or time. If this happens, the teacher will talk again, individually, to the child before the end of the day.

Staff will follow the procedures in Eastfield’s Child Protection and Safeguarding Policy, should this arise, and liaise with the Designated Safeguarding Lead for all child protection concerns.

**The Role of Parents**

Eastfield 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 of children at Eastfield through mutual understanding, trust and co-operation.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach at Eastfield other than those that are required by the National Curriculum Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in. Eastfield always complies with the wishes of parents in this regard.

Please note: the content of the Science Curriculum includes reproduction and is compulsory for all children.

**The Role of the PSHCE Leader**

The teacher responsible for the delivery of Sex and Relationship Education at Eastfield Primary Academy has the following responsibilities:

* + To ensure that Sex and Relationship Education is both planned for and implemented; they will make sure that the Sex and Relationship Education taught, covers all the Programmes of Study laid down in the National Curriculum. They will ensure that Sex and Relationship Education is available to all children including those with special educational needs.
* To liaise with external agencies regarding the Eastfield’s sex education and relationships programme and ensures that all adults who work with children on these issues are aware of the Academy’s policy, and that they work within this framework.
	+ To attend training necessary to update own professional expertise.

**The Role of the Principal**

 It is the responsibility of the Principal to ensure that both parents and carers are informed about our Sex and Relationships Policy, and that the policy is implemented effectively. It is also the 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.

**Monitoring**

 Monitoring will take place through informal discussions with staff who are delivering Sex and Relationship Education.

**Evaluation**

Evaluation will take place as a result of feedback from staff, pupils and parents. This will be analysed and acted upon where necessary.

**Policy Review**

The policy is reviewed on an annual basis or will be reviewed in the light of any statutory changes made by the DfE or as necessary in year.