



Hollinsclough C of E Academy

Sex & Relationship Education Policy: 2016

Mission Statement

To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'

Developing potential

Introduction

Sex and Relationship Education (SRE) is recognised as a vital part of a child's education, ensuring they are ready for the social and emotional challenges of growing up. SRE should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness.

Our approach embraces a variety of family structure types (not just one model, e.g. nuclear family) and the acceptance of different approaches. We aim to encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other.

Parental Involvement

We actively encourage parental involvement across all subjects, parents have the right to see and discuss the content of the SRE lessons that their child or children will receive and as a matter of course we notify parents of when these lessons will take place and provide enough notice to allow parents to discuss lesson content with the class teacher.

Aims

Our SRE curriculum aims to encourage children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

In our EYFS class we focus on daily routines, keeping clean and families. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

Inclusion & Differentiation

We teach SRE to all children, in a manner suited to their ability and individual needs. SRE forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents. We recognise the fact that we have children of differing ability in all of our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Curriculum development

Our curriculum content is broadly organised by year group, from YR – Y6, utilising materials from a range of sources.

- **EYFS** : Our Lives (Routines, Keeping Clean, Families)
- **Year 1**: Growing and Caring for Ourselves (Keeping Clean, Growing and Changing, Families and Care)
- **Year 2**: Differences (Boys and Girls, Male and Female, Naming the body parts).
- **Year 3**: Valuing difference and keeping safe (Male and Female differences, Personal Space, Family Differences).
- **Year 4**: Growing up (Growing and changing, What is Puberty? Puberty changes and reproduction).
- **Year 5**: Puberty (Talking about puberty, Male and Female changes, Puberty and Hygiene)
- **Year 6**: Puberty, Relationships and Reproduction: (Puberty and reproduction, Understanding Relationships, Conception and Pregnancy, Communication and Relationships)

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

British Values

Children who attend our academy experience an enabling environment in which they will develop self-knowledge, self-esteem and self-confidence. Coupled with this they will develop the ability to distinguish right from wrong and to respect the civil and criminal law of England.

Within this enabling environment your child or children will develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Whilst with us, our parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England, and to develop a personal character that is tolerant and can foster harmony between different cultural traditions, along with a respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our academy it is unacceptable on the part of any stakeholder to promote discrimination against people or groups on the basis of their belief, opinion or background.

Implementation of this policy

Our academy will manage implementation of this policy with the support and guidance of the appropriate body / bodies as defined at the time of writing.

General

This policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...



Designation: Chair of Governors

Date... March 2016

Signed...



Designation: Principal

Date... March 2016

This policy is to be reviewed by Governors during Autumn term 2018