

## DEMAT Sex and Relationships Education Policy

The DfE has provided additional time for schools to introduce curriculum changes and policy for RSE, following the partial school closures during the summer term. This additional time is for schools to engage with parents on their curriculum content and policy before statutory implementation in the **summer term 2021**. All schools that have signed up to the DEMAT/Cambridgeshire PSHE Service partnership will be able to access documents to support them in the consultation process and in the personalisation of their policy. Guidance is also provided to schools about the role a local governing body must play in deciding whether their school should deliver non-statutory sex education in addition to statutory Relationships Education and Health Education. It is important for schools to do this. In the first instance please contact your School Performance Director to seek further information [claire.gray@demat.org](mailto:claire.gray@demat.org) or [david.barrett@demat.org](mailto:david.barrett@demat.org).

In the development of this policy consideration has been given to Equality and Diversity and Data Protection.

### Equality and Diversity

The Diocese of Ely Multi-Academy Trust (DEMAT) is committed to promoting equality of opportunity for all staff and job applicants. The Trust aims to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

### Data Protection

DEMAT will process personal data of staff (which may be held on paper, electronically, or otherwise). DEMAT recognises the need to treat this data in an appropriate and lawful manner, in accordance with the Data Protection Act 2018 (DPA).

	Version	Date
Date approved by the DEMAT Standards and Ethos Committee		20/11/19
Date on which the DEMAT consulted with the unions if applicable	1	Not applicable
Effective date as determined by DEMAT	1	20/11/18
Policy to be reviewed annually from date last approved by DEMAT Standards and Ethos Committee	3	September 2021

For all questions in relation to this policy please contact the DEMAT HR Manager on 01353 656760.

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## Application of the Policy

This policy is to be used by all employees employed by The Diocese of Ely Multi-Academy Trust (DEMAT).

## 1. Introduction

Effective sex and relationships education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

Academies are required to deliver SRE in a way that encourages pupils to “have due regard to moral considerations and the value of family life” ([Education Act 1996](#)) and as per DfE guidance 2000

## 2. Definition of SRE

The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

## 3. Delivery of SRE

Primary SRE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision.

The four themes are:

- confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

At primary school level sex and relationships education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

As an example, it is good to have some SRE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions. It is **not** about the promotion of sexual orientation or sexual activity

#### Age 3–6

At this age children are interested in the differences between boys and girls, naming body parts, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

#### Age 7–8

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, and coping with strong emotions. How to look after our bodies and how to be safe and healthy are also important.

#### Age 9–10

At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

#### *Materials*

Materials used in schools must be in accordance with the PSHE framework and the law. Inappropriate images should not be used nor should explicit material not directly related to explanation. Schools should ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. Headteachers should ensure materials are available for parent and governors to view.

#### 4. Roles and Responsibilities

In developing the SRE policy, DEMAT, headteachers and governors should consider the parents; wishes in the context of the communities they serve. Schools need to help children and young people develop confidence in talking, listening and thinking about sex and relationships.

Delivery of sex and relationships education is not the sole responsibility of schools:

- Schools should work effectively in partnership with parents and others in the wider community.
- Health professionals, social workers, youth workers, peer educators, and visitors all have a part to play in delivering sex and relationships education and should abide by the school's policy.

**Each school need to ensure that:**

- There is clear evidence of who teaches SRE (this can be sourced through outside agencies and health care professionals working with the school), how it taught in different age groups, and how staff are supported to deliver SRE through training
- All staff delivering SRE are trained in response to children's questioning and be aware of the content and materials used in the sessions through continuing professional development
- Those engaged in the delivery of the sessions should consider using a variety of techniques including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning, and encouraging reflection.

#### 5. Involvement of Parents, Pupils and Staff

##### 5.1 Parents

Schools should always work in partnership with parents, consulting them regularly on the content of sex and relationships education programmes. Reflection around parents' own experiences of sex education can often lead to a productive discussion in which teachers and parents can start planning sex and relationships education provision for their children. Parents need to know that the school's sex and relationships education programme will complement and support their role as parents and that they can be actively involved in the determination of the school's policy.

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

Parents need support in:

- helping their children learn the correct names of the body;
- talking with their children about feelings and relationships; and
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health. concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom.

## 5.2 Pupils

Pupil evaluations of sessions are important to evaluate their understanding of the information that they have been given and to ensure that the sessions are appropriate for the children taking part. This is not in the form of test materials but can be done through discussion, quizzes etc

## 5.3 Staff

Staff should have the opportunity to discuss the SRE policy reviewing content and delivery to ensure that they are up to date and comfortable with the materials.

## 6. Monitoring and Evaluation

Consideration should be given to the points below as a method of tracking the impact of the SRE provision and evaluating it:

- Have SRE learning outcomes been set for each year group in the school?
- Is there enough time allocated specifically for SRE?
- Do teaching objectives balance; knowledge and understanding, exploring values and attitudes and developing skills?
- Is there balance between content on relationships, and the biology of sex?
- Is there flexibility to respond to the changing needs of pupils, for example new topics identified through question boxes or pupil consultation?
- Does the curriculum include opportunities for pupils to explore SRE topics with parents / carers at home?
- Do local schools communicate to ensure curriculum progression from primary to secondary school?
- Are links made with other subjects so that learning is rich and relevant?
- Is the biological aspect of sex education adequately covered in science?

## 7. Confidentiality

- Schools should have a clear and explicit confidentiality policy which is advertised to pupils, staff, parents and visitors
- Teachers cannot offer or guarantee pupils unconditional confidentiality.
- Teachers are not legally bound to inform parents or the head teacher of any disclosure unless the head teacher has specifically requested them to do so.

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- Teachers should follow a set procedure if a child under the age of 16 is having, or contemplating having, sex
- If sexual abuse is suspected, teachers should follow the school's child protection procedures
- Health professionals are bound by their professional codes of conduct in a one to-one situation with individual pupils, but in a classroom situation they should follow the school's confidentiality policy

## 8. Right to Withdrawal

Parents are the key people in teaching their children about sex, relationships and growing up.

- Many parents find it difficult to talk to their children about sex and relationships.
- Parents need support in their role as sex educators.
- Schools should always work in partnership with parents, consulting them regularly on the content of sex and relationships education programmes.
- Parents have the right to withdraw their children from all or part of sex and relationship education.

In the rare cases that parents opt out of SRE, schools are strongly encouraged to offer further dialogue, either by letter or at a meeting. Parents should be encouraged to provide SRE at home if they choose to withdraw their child. It is good practice for schools to offer to support parents opting out of school SRE, for example with copies of materials used with pupils in school.

Sex and relationships education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

SRE should be promoted as lifelong learning about physical, moral and emotional development, and understanding the model of marriage for family life, stable and loving relationships, respect, love and care.

The main elements of SRE are:

- attitudes and values – learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children; learning the value of respect, love and care; exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.
- personal and social skills learning to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; learning to make choices based on an understanding of difference and with an absence of prejudice; developing

- an appreciation of the consequences of choices made; managing conflict; and learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.