HEMLINGTON HALL ACADEMY

Sex Education And Relationships Policy

Introduction

We have based our school's sex and relationship education policy on the DfEE guidance document Relationships Education, RSE and PSHE (March 2017) and its previous associated documentation. Sex education is defined as 'learning about physical, moral and emotional development'.

Aims and Objectives

It is the policy of Hemlington Hall Academy:

- To assist pupils to develop their understanding and awareness of their own and others' physical, sexual and emotional development.
- To promote teaching about sexual behaviour which is set within a moral framework in which pupils are encouraged to consider the importance of dignity, self-restraint and responsible behaviour (including through the use of mobile phones and other technologies).
- To encourage a climate in which informed, sensitive and balanced discussion of personal relationships can take place.
- To meet the needs of all pupils through the provision of a balanced comprehensive and co-ordinated programme of personal, social and health education within which teaching about sex and personal relationships can occur.
- To promote respect for, and appreciation of the values, ways of life and family traditions of different communities and religious groups in accordance with policies relating to diversity and education for a multicultural society.

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Context

Sex and Relationship Education should:

- Be set in the context of family life, loving relationships, and respect for others and within a moral framework.
- Take place within a school environment which promotes the development of personal responsibility and high self-esteem.
- Provide knowledge to inform decisions through school years and adult life.

The overall implementation of sex and relationship education should be based on the following principles:

- It is essential that sex education is planned and co-ordinated, using available expertise and resources which have been evaluated. Sex education should be tailored to the age and the understanding of the pupils building upon the relationships which already exist between the teachers and pupils.
- The ideals and practices of loving human relationships should be established as the context for understanding the nature of sexuality and the process of human reproduction. These ideals include: self-restraint, dignity, respect for themselves and others, responsibility, sensitivity to others, loyalty, liking, loving and fidelity.
- Such ideals can be fostered through the encouragement of an open and honest interchange of ideas, the development of skills, understanding and attitudes including learning how to respect and show concern for others and for oneself.
- Ideally, sex and relationship education should contribute to the development of mature, responsible adults.

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The Role of Parents

Parents may withdraw their children from any or all parts of Hemlington Hall's programme for sex education, other than those elements which are required by the National Curriculum Science order.

Parents will receive a letter outlining the delivery of any sex education programme. The Lucinda and Godfrey Relationships resources, are available to be used at the appropriate age and stage of development, in addition to Jigsaw resources and the NSPCC PANTS resources, as core schemes for content coverage.

Parents will also be invited to come into school to talk to school staff/invited outside agency staff prior to the viewing of the Sex Education video seen by Year 5/6 pupils.

The Role of the Head teacher

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our Sex Education and Relationships Policy, and the policy is implemented effectively. It is also the Head teacher'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.

The Head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Governing Body monitors our Sex and Relationships Education Policy. The Governing Body gives serious consideration to any comments from parents and makes a record of all such comments.

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