



King's Cross Academy

Sex and Relationship (SRE) Policy

Introduction

King's Cross Academy is a two-form entry school serving an inner city community in Camden. It is a non-denominational school, incorporating a diverse range of religions, cultures and ethnicities. The Academy will, when full, have 446 pupils on roll, male and female, aged 3-11 years, including 26 children in the Nursery.

Links with other policies:

The Academy's Learning Policy reflects the aims of this policy primarily through its emphasis on a wider conception of learning, including social, emotional and communicative and thinking skills which we describe as the Academy Learning Toolbox:

- Communicative learning: active listening, sharing personal views, discussion.
- Social learning: sharing, turn-taking, co-operation, leading, negotiating.
- Emotional learning: self-awareness, self-control, empathy, motivation.
- Thinking: considering issues, comparing opinions, deciding priorities, exploring moral dilemmas.
- Creative learning: taking risks, daring to be different, exploring rather than fearing mistakes, generating ideas, making connections.
- Physical learning: using movement, simulations, drama.
- Learning about Learning: understanding how we learn best, planning learning, evaluating learning.

Alongside this policy, the Academy's Safeguarding and Child Protection Policy and procedures promote a view of learners as being entitled to the care and support of adults in a safe environment. Both policies emphasise that learners have rights as well as responsibilities. Learners need to have opportunities to express their feelings, attitudes and opinions in a range of emotionally supportive settings. This is both a means of personal development and enables adults to access appropriate support when there are more significant issues in learners' lives.

This Sex and Relationship Education Policy (SRE) explains the aims of SRE, within Personal, Social, Health and Citizenship Education (PSHCE). It also describes what we teach and the approaches we use. This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum.

Aims of Sex and Relationship Education

SRE helps to prepare children for adult life. It starts in the Foundation Stage thinking about feelings, working and playing together and developing children's self esteem. As children grow up the curriculum extends to look at the physical and emotional changes that happen as we grow older, different relationships, respecting ourselves and other people, decision-making and reproduction.

SRE has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values
- Develop and practise personal and social skills
- Increase their knowledge and understanding

These are the aims of SRE at King's Cross Academy:

Attitudes and values

To consider social and moral dilemmas
To value and respect different types of relationships
To foster respect and responsibility for myself/my body and for others
To clarify myths and misconceptions
To address stereotyping

Personal and social skills

To acquire the knowledge and skills necessary to develop successful relationships
To encourage self awareness and an understanding of how their actions affect others
To develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made
To develop communication skills with peers, parents and other adults

Knowledge and understanding

To provide appropriate information that is relevant to the needs, age and maturity of the pupils
To be able to recognise, acknowledge and positively deal with emotions
To understand the physical and emotional changes associated with puberty

Content of an SRE programme

□ **Where is SRE taught?**

We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social, health and citizenship education (PSHCE) curriculum, we also promote learning through other subject areas (for example, Science and Physical Education) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHCE we teach the children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it e.g. through anonymous question boxes (the social and emotional boxes), low-key mentoring and identified support staff.

In Science lessons, in both key stages, teachers will inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth. In Years 5 and 6 we place a particular emphasis on Health Education, as many children experience puberty at this age.

□ **Who teaches SRE?**

Class Teachers lead the teaching of SRE with their class group. Class teachers in Years 2, 5 and 6 teach specific sex education lessons (the choice of year groups was guided by advice from the Christopher Winter Project).

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the School Nurse and other health professionals such as counsellors, give us valuable support with our sex education programme and recommend suitable teaching materials to use with our children in SRE lessons. Other people that we may call on include social workers and youth workers.

□ **How is SRE taught?**

Before beginning SRE, teachers establish 'ground rules' with their class to ensure a safe and comfortable learning environment. In order to best engage pupils the curriculum has been carefully considered meeting pupils' needs, and enabling them to develop confidence in talking, listening and thinking about issues surrounding the subject.

We use active and participatory teaching methods allowing for both small and large group discussion and time for pupils to reflect on what they have learnt. The pupils are taught in mixed sex groupings for most SRE lessons although teachers use single sex settings when this is thought to be more appropriate, for example menstruation for girls and wet dreams for boys.

In Year 5 and Year 6 a 'Question Box' is used to enable pupils to ask confidential questions on pieces of paper. The teacher will answer these at the end of the programme, drawing on the pupils' learning from the sessions. Teachers will consider the age and maturity of the pupils when answering the questions and consider how they relate to the intended learning for that class. There are some options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning intentions for that class
- Answer to an individual child following the lesson
- Refer the question to be answered at home

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk.

Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's child protection procedures.

□ **What is taught and when?**

Puberty – all children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own sex, and for the opposite sex.

Menstruation and Wet Dreams – Year 5 Pupils at the Academy will learn about menstruation and wet dreams. They will be able to explain effective methods for managing menstruation and wet dreams.

Conception – Year 6 Pupils at the Academy will learn about human reproduction in the context of the human life-cycle. They will be assisted to understand how babies are made, including the relationship between sexual intercourse and conception.

Contraception - At King’s Cross Academy we don’t teach about contraception although if a pupil asks a question during the Year 6 programme we will explain that contraception stops an egg and a sperm joining and therefore stops a baby being made.

Abortion – At King’s Cross Academy we don’t teach about abortion although if a pupil asks a question during the Year 6 programme we will suggest pupils identify adults who they can trust and can ask for help. Pupils will be assisted to identify sources of information, support and advice for children and young people in this community.

Sexually Transmitted Infections (STIs), including HIV/AIDS – At King’s Cross Academy we don’t teach about STIs as this is a statutory requirement for maintained secondary schools. However, if a pupil asks a question during the Year 6 programme we will explain that safe routines can stop the spread of viruses including HIV.

King’s Cross Academy SRE Teaching Programme

| Year Group | Theme/Topic |
|-------------------|------------------------------|
| Foundation | Living things |
| Yr 1 | Families |
| Yr 2 | Differences |
| Yr 3 | Staying Safe |
| Yr 4 | |
| Yr 5 | Puberty & Changes |
| Yr 6 | How babies are made |

By the end of Key Stage 1, Academy pupils will recognise and compare the main external parts of the bodies of humans; and recognise the similarities and differences between themselves and others.

By the end of Key Stage 2, Academy pupils will know and understand how their bodies change during puberty and strategies for dealing with changes associated with puberty; and will know and understand how babies are made including the relationship between sexual intercourse and conception.

□ **Assessment and Evaluation**

Assessment is an integral part of teaching SRE and enables teachers to measure what pupils have learnt and decide what to teach next.

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out by the Conditions for Learning committee of the Governing Body, the Headteacher, teachers and pupils.

Child Protection and Confidentiality

Teachers conduct sex education in a sensitive manner, and in confidence. However, if a child makes reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates they may have been a victim of abuse.

They will not try to investigate, but will immediately inform the Child Protection Co-ordinator about the concerns. Staff should always follow the CP guidelines to observe, record and refer all CP issues. The CPCO will then deal with the matter in consultation with health care professionals, including Social Services.

(Refer to the KCA Academy Policy and Procedures for Child Protection)

Equal Opportunities and Inclusion

All children, no matter what their barriers to learning, are entitled to SRE. The SRE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the pupils at King's Cross Academy. We will consult with parents and carers to maximise their opportunity for influence over the content and delivery. The teaching materials we use are regularly reviewed in cooperation with members of the Local Health Authority to ensure their suitability. The pupils are taught in mixed sex groupings for most SRE lessons although teachers use single sex settings when this is thought to be more appropriate.

Working with Parents and Carers

Parents and carers have an especially important role to play in SRE. They need to feel confident that the Academy's programme complements and supports their role. To enable this, an information session for parents will be held to discuss the SRE programme. Teaching resources will be shown and opportunities will be given for discussion and questions.

Parents and carers who have concerns about the King's Cross Academy SRE programme are encouraged to talk to their child's Class Teacher or the Assistant Headteacher to discuss the programme in detail.

Parents and carers have the right to withdraw their children from all or part of a school's SRE programme, except those parts covered by the statutory national curriculum in Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Assistant Headteacher or the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Once the school has a written request for such an exemption, and the parent/carer has discussed the issues, the Academy will then seek to meet the needs of the parents in this regard.

The Role of the Assistant Headteacher with responsibility for Inclusion

It is the responsibility of the Assistant Headteacher, supported by the Headteacher and the Science co-ordinator, to ensure that both the staff and parents are informed about our SRE policy, and that the policy is implemented

effectively. It is also the Assistant Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can deliver the SRE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based and centrally provided INSET, through team-teaching and peer observation. The Assistant Headteacher monitors the policy and reports to the Leadership Team and Governors annually on the effectiveness of the policy.

Monitoring and Review

The Assistant Headteacher, the Senior Leadership Team and the Conditions for Learning Committee of the governing body will evaluate the impact of the King's Cross Academy SRE policy every two years.

Evaluation findings and any recommended amendments/additions will be reported to the full Governing body, and modifications will be made as necessary.

The Assistant Headteacher will give serious consideration to any comments from parents/carers about the SRE programme and report to the Senior Leadership Team and the Conditions for Learning Committee accordingly.

Document Control

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| Written by | Emyr Fairburn |
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| Signed – Chair of Governors | |
| Signed – Headteacher | |
