



Leigh Academy
Tree Tops

Sex and Relationship Education Policy

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Sex and Relationships Education Policy

This policy was developed in response to the Sex and Relationship Education Guidance DfES 2019, the national Teenage Pregnancy Strategy and the National Healthy Schools Programme.

Sex and Relationship Education (SRE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of respect, love and care, and stable and loving relationships for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes that enable pupils to respect themselves and others to prevent or remove prejudice.

In addition, Leigh Academy Tree Tops believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- Be the entitlement for all pupils
- Encourage every child to contribute to their community and aim to support each individual as they grow and learn
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. The term 'family' is a broad concept; it includes a variety of types of family structure and acceptance of different approaches
- Encourage pupils and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up
- Recognise that the wider community has much to offer and we aim to work in partnership with other professionals

As a school, we believe that the SRE curriculum should not be delivered in isolation but it should be integrated within the framework for PSHE and citizenship and other curriculum areas e.g. Science. Where visitors, such as the School Nurse are used to support and extend classroom teaching, they will be used to compliment the school's scheme of work. A member of staff will be present in the classroom and retains overall responsibility.

SRE is not about encouraging early sexual experimentation or about the promotions of sexual orientation or sexual activity. Pupils will be protected in school from such practice, and from the use of inappropriate materials and access to the internet.

Teaching skills such as assertiveness, negotiation and understanding risk should be included in order to help reduce incidents of HIV/AIDS and STIs.

Across the Key Stages in the Academy:

Foundation Stage:

By the end of the Foundation Stage most pupils will be able to:

- Name the external parts of the body
- Understand that the body changes with growth and development
- Talk about what makes a family
- Understand who the people are in our lives that look after us
- Understand what the basic needs of a baby are, and discuss pregnancy
- Understand the difference between appropriate and inappropriate behaviour ●
- Learn how to respect others feelings
- Learn about the life cycles of a frog, plant and butterfly

Key Stage 1:

By the end of Key Stage 1, most pupils will be able to:

- Name the external and internal parts of the body
- Talk about the human lifecycle
- Understand the responsibilities of raising and caring for children
- Express feelings and emotions through circle time activities
- Learn how to address family/peer tensions
- Learn to be safe with strangers
- Learn how plants and animals reproduce
- Understand that mammals give birth to live babies

Key Stage 2:

By the end of Key Stage 2, most pupils will:

- Have more detailed knowledge of how internal organs, including reproductive organs function
- Know the main stages of human reproductive growth
- Know that safe routines can stop the spread of diseases
- Celebrate the wonder of our bodies and understand that development happens at different rates in different children
- Explore changing relationships between boys and girls
- Be aware of emotional and sexual feelings
- Understand about keeping themselves safe.
- Know what constitutes appropriate and inappropriate touching by adults and children
- Discuss the wide range of different family arrangements
- Understand that we are in charge of our own bodies and have the right to say no.

In order to help pupils develop confidence in discussing sex and relationships, staff will:

- Establish ground rules with pupils
- Develop a secure working environment where all children feel secure and respected
- Use 'distancing' techniques by depersonalising discussions
- Refer children back to their parents to discuss issues raised that are outside the remit of the programmes of work
- Encourage reflection

Leigh Academy Tree Tops is committed to working with parents. Some elements of SRE are currently non-statutory and parents have the right to withdraw their children from these sessions if they feel this is the necessary action to take. Some elements of SRE are statutory within the Curriculum for Science, and children are not permitted to be withdrawn during the teaching of these elements of SRE. Members of the school's leadership or support team will discuss concerns parents have about the content or delivery of the SRE curriculum.

Parents are encouraged to inform the school of any developmental changes, so that adequate and sensitive arrangements can be made to help and support pupils, such as girls managing menstruation in school or boys experience pubescent developments

Any disclosure made by pupils during SRE, which raises safeguarding concerns, will be passed to the designated member of staff and will be managed through the school's child protection and safeguarding policy. Pupils will be advised that promises of confidentiality to pupils cannot be made by staff.

SRE related bullying incidents will be dealt with in accordance with the Anti Bullying Policy with consideration to the safeguarding team being involved.

Leigh Academy Tree Tops Policy applies to SRE. Where appropriate teaching materials, individuals, groups and whole class activities should reflect the cultural and ethnic diversity of society.

Stereotyping, in terms of ethnicity, race and gender will be avoided and pupil's progress will be monitored ensuring that no pupil is disadvantaged. Equally a pupil's religious beliefs and cultural differences will always be respected.