

SEX EDUCATION POLICY

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sex and Relationships Education (SRE) in schools, is a legal requirement.

Aims and purpose

The Acorn Multi Academy Trust believe that confidence and self-esteem are at the heart of effective SRE, building foundations for sexual and emotional health from an early age.

We aim to help children appreciate the value of family life, stable and loving relationships, respect, love and care.

We recognise that parents/carers are key people to help children cope with the physical and emotional aspects of growing up and we aim to compliment and support this role.

We aim to teach pupils about sex, sexuality and sexual health and help children appreciate the value of marriage for family life, stable and loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity. Issues of religion, cultural difference and ethnicity will be dealt with sensitively. An atmosphere of tolerance and acceptance will be encouraged.

We will:

- Provide children with a foundation of basic physical, emotional, health and social information about themselves and others
- Build self-esteem and confidence
- Prepare children for the emotional and physical changes ahead of them
- Provide them with the skills to ask for help and to know when and to whom they should do this
- Provide them with the skills to help keep themselves safe from unwanted or abusive attention
- Provide them with the language and the confidence to discuss sexual matters with an appropriate adult
- Reduce prejudice and stereotyping
- Equip children with communication and decision-making skills

- Develop relationship skills

Provision

The Acorn Multi Academy Trust will use the Jigsaw scheme of work to deliver the SRE curriculum. The grid below shows specific learning intentions for each year group. Year group

Year group	Piece and number name	Learning intentions 'Pupils will be able to...'
R	Age 3-6	At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friend 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.
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina - Respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private - Tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby - Express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow - Express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies - Identify how boys' and girls' bodies change on the outside during this growing up process - Recognise how I feel about these changes happening to me and know how to cope with those feelings

	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> - Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up - Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <ul style="list-style-type: none"> - Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> - Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally - Understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> - Describe how boys' and girls' bodies change during puberty - Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made - Understand that sometimes people need IVF to help them have a baby - Appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Piece 2 Puberty	<ul style="list-style-type: none"> - Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally - Express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> - Ask the questions I need answered about changes during puberty - Reflect on how I feel about asking the questions and about the answers I receive

	Piece 4 Babies – Conception to Birth	- Describe how a baby develops from conception through the nine months of pregnancy, and how it is born - Recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	- Understand how being physically attracted to someone changes the nature of the relationship - Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Monitoring and Evaluation

The PSHE co-ordinator will monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a build-in assessment task, usually in piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about learning. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor they think they have achieved. The teacher does the same and facilitates a conversation with the child about their learning progress for that Puzzle. They both complete the evaluation boxes on the child's learning record, focusing on how progress could be made in the next Puzzle.

Withdrawal from SRE lessons

It is important to note that the SRE at our academies sits within the school's values framework and that we consider it vital to do this work in partnership with parents and carers. We are mindful that parents/carers do have the legal right to withdraw their child from the SRE that is part of PSHE (Jigsaw) Programme, whilst we hope they do not feel the need to do so.

Parents/carers have the right to withdraw their child from all or part of the Sex and Relationship Education provided at academy except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the class teacher, head teacher or SRE subject leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Equal Opportunities

Young people may have varying needs regarding SRE depending on their circumstances and background. The MAT strongly believes that all pupils should have access to SRE that is relevant to their particular needs. To achieve this, the MAT will take into account:

- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Education needs
- Ensure that a male and female adult is present to support the sessions

Confidentiality

Complete secrecy can never be promised to a pupil, though information disclosed in confidence will not generally be given to anyone else unless the child or someone else would be at risk of harm/abuse. If this is the case then the member of staff would consult the Child Protection Policy for guidance and inform the key member of staff, in this case the head teacher.

Training and Resources

Opportunities for all teachers for further training in the delivery of SRE will be sought and accepted wherever circumstances permit. The Jigsaw provides a range of well-chosen and imaginative resources to support the learning, such as case studies, scenarios, visual images and video clips. Parents/carers can view recourses on request.

Additional Guidance: <http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-andrelationships-educationguidance> <http://www.pshe-association.org.uk/uploads/media/17/7910.pdf> SRE Policy June 2015 Page 6 of 6
<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-forschools>
<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-andtackling-bullying>
http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1 <http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Dissemination

This policy is available on our website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the academy office on request from parents/carers. We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Science Curriculum Policy
- Jigsaw (PSHE) Curriculum Policy

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection & Safeguarding Policy
- Anti-Bullying Policy

Policy Review

Policy adopted: **July 2016**

Date of next review: **July 2018**

Signed – Executive Head

Signed - Chair of Directors
