



Relationships and Sex Education Policy

Newbury Academy Trust

September 2017

Relationships and Sex Education Policy

1. Introduction

- 1.1 “Academy”, “Academy Trust” all refer to Newbury Academy Trust, Love Lane, Newbury, Berkshire, RG14 2DU. School refers to one of the three schools within the Newbury Academy Trust, Trinity School, Love Lane, Newbury, Berkshire, RG14 2DU; Fir Tree School, Fir Tree Lane, Newbury, Berkshire, RG14 2RA; Speenhamland School, Pelican Lane, Newbury, Berkshire, RG14 1NU.
- 1.2 The term Governor refers to both Full Governing Body Trustees and Local Governing Body Governors.

2. Relationship and Sex Education Policy Aims

- 2.1 Effective Relationship and Sex Education (RSE) is key in supporting pupils through physical, emotional and moral development, enabling them to make informed life choices confidently while fostering respect for themselves and other as they mature. The National Children’s Bureau pointed out that, “in primary school (it) can help children build happier, healthier relationships now and in their adult lives...” (2006). It is not something that can be taught in isolation and is, “a lifelong learning process, acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex education forum, 1999).
- 2.2 At Fir Tree, we believe that effective RSE is essential if our pupils are to make responsible and well-informed decisions about their lives. Before reaching adulthood, pupils experience a number of physical, emotional and social changes. They are likely to be exposed to messages, information, myths as well as facts about sexuality, sexual health, relationships and growing up. It is therefore vital that all pupils are given an opportunity to explore these issues through RSE through our PSHE and Science curriculum in an atmosphere of trust and openness where questions are responded to appropriately, honestly and with sensitivity. It is the aim of this policy to ensure that pupils will be given the opportunity to explore the three main elements of RSE;

2.2.1 Attitudes and values

Learning the importance and value of family life, marriage, stable and loving relationships for the nurture of children, the value of respect, love and care while exploring, considering and understanding moral dilemmas.

2.2.2 Personal and social skills

Learning to manage emotions and relationships confidently and sensitively, developing self-respect and empathy for others and making choices based on understanding.

2.2.3 Knowledge and understanding

Learning and understanding physical aspects of growing up, reproduction and birth (at age-appropriate stages).

- 2.3 Parents have the right to withdraw their children from any or all parts of the school's programme of RSE other than those elements which are required by the National Curriculum for Science (Education Act 1996, section 405). Parents who wish to do this should contact the Headteacher and will be invited to indicate reasons for withdrawal, so any misunderstanding about the nature of RSE may be resolved. However, parents do not have to give a reason and once a request for withdrawal has been made it will be upheld. In order for parents to make an informed decision, the school invites parents to view the materials used in class.
- 2.4 The implementation of the policy is the responsibility of teaching staff and will be monitored and evaluated by the Headteacher and Senior Leadership Team.

Authorised by	Resolution of the Board of Trustees
Date	11 th October 2017
Effective Date of the Policy	12 th October 2017
Effective Date for Review	11 th October 2019