

Baslow St Anne's CofE (vc) Primary School

Sex and Relationships Policy

Introduction

The term sex and relationships education (SRE) is used in this policy rather than sex education. This is to stress that at Baslow St Anne's our approach goes far beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

We have based our SRE policy on the last DfE guidance (ref DfEE 0116/2000). In this document, SRE education is defined as, *'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.'*

DfE guidance recommends that *'effective SRE education is essential if young people are to make responsible and well informed decisions about their lives'* and that *'schools should have an SRE education programme tailored to the age and the physical and emotional maturity of the children.'*

Baslow St. Anne's is a Church of England School and actively promotes Christian morals and values. Sex education is taught as part of a wider Personal, Social and Health Education (P.H.S.E.) curriculum and is taught in the context of loving, caring relationships. We believe that the school has a key role in partnership with parents and carers, in providing SRE.

What is SRE?

Aims and objectives

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of marriage, civil partnership, family life and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring and considering moral dilemmas
- Developing decision making skills
- Learning to respect and value difference and diversity
- Considering the rights and responsibilities of self and others
- Commitment to their own safety and others
- Gender equality

Personal and Social skills

- Learning to identify their own emotions and those of others
- Learning to manage a range of emotions
- Learning to manage change
- Developing self-respect and empathy
- Learning to make choices without prejudice
- Learning about different risks and how to avoid them

- Coping with peer pressure
- Asking for help

Knowledge and Understanding

- Learning and understanding emotional and physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about safe and healthy lifestyles
- Understanding the benefit of loving, rewarding and responsible relationships

How SRE is provided?

We teach sex and relationships education through different aspects of the curriculum:

1. Age appropriate PSHE lessons
2. Science lessons
3. PE/dance lessons
4. Other curriculum areas eg Drama, English
5. Assemblies and Collective worship
6. Anti-bullying week and other initiatives
7. Personal and pastoral support for individual pupils
8. In response to matters arising or related incidents teaching methods and resources

Teaching methods and resources

Continuity and progression

Continuity and progression is generated through the **whole school approach** to the planning and delivery of SRE with objectives covering knowledge, skills and understanding which have been developed in response to an assessment of the needs of our pupils with regard to their existing knowledge, experience and understanding.

Safe Learning environment

SRE is always conducted in a safe learning environment with the ground rules agreed by everyone involved

- Nobody will be expected to answer a personal question
- No one will be forced to take part in a discussion
- Everyone will treat each other with respect
- Correct names for body parts will be used
- Words will be explained in a sensible and factual way

Asking and answering questions

Teachers will attempt to answer children's questions and concerns in a sensitive manner, appropriate to the pupil's maturity. Individual teachers will use their skill and discretion in all situations and if necessary refer to the Headteacher or PSHE subject leader for support and advice.

Groupings

SRE takes place within normal mixed age classes predominantly taught by the normal class teacher. Where appropriate single gender groups may be withdrawn for specific learning objectives.

The school nurse also provides some lessons annually with the class teacher present.

Resources

Teaching resources are selected on the basis of their appropriateness to pupil groups.

Equal opportunities

All children will have access to SRE that is relevant to their particular needs in terms of chronological age and maturity.

We will consider the particular needs of girls and boys and will be proactive in combating sexism.

We will take account of different ethnic and cultural views in attitudes to SRE as required.

We recognise that our pupils come from a variety of family situations and will take care to ensure that there is no stigmatisation of any child based on their home circumstances

We will take care to include honest, sensitive and balanced consideration of sexuality and tackle homophobic bullying.

Lessons for children with any special or additional educational needs will be appropriately differentiated.

Parental rights with regard to SRE

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons delivered outside the science curriculum. They do not have a right to withdraw children from those aspects of SRE that are taught as part of the NC science scheme of work or where issues arise incidentally in other subject areas.

We always work in partnership with parents and take account of any views or concerns that arise.

SRE scheme of Work

In science lessons in both key stages, teachers inform children about lifecycles and reproduction. For this aspect of the school's 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. We also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

They learn about new babies and their specific needs.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 5 we place a particular emphasis on the physical changes to the body during puberty, as some children are beginning to experience puberty at this age. Year 5 girls are taught about menstruation.

In Year 6 we teach the children:

- Physical development from birth to adulthood
- Children's sexual and reproductive organs
- Development of the embryo and foetus from conception to birth
- Physical and emotional changes at puberty
- Menstruation
- Conception in the context of loving and caring relationships

See appendix 1 for full Scheme of work

Assessment

The elements of SRE that form part of the science curriculum are assessed in accordance with the school Policy Assessment of science. The learning from other elements of SRE is assessed as part of the PSHE provision in accordance with school procedures.

Safeguarding

Teachers conduct SRE education lessons in a sensitive manner and in a safe environment. However if a teacher has any concerns with regard to pupil safety the Headteacher will be informed and safeguarding procedures will be followed.

Monitoring and Evaluation

The PSHE subject leader is responsible for the monitoring and evaluation of the policy and scheme of work in conjunction with the Headteacher.

Policy development and review

This policy was developed from the previous school policy to take account of current school practice and advice from Health Promoting Schools. It was developed in consultation with staff, parent governors and LA representatives.

Revised - J. Palmer-Coole January 2012

Approved- 02/02/2012

Review date- 2014 or as new guidance becomes available