

Policy for Sex and Relationships Education

Definition

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of respect, love, care and stable and loving relationships, including marriage, for family life. It is also about the teaching of sex, sexuality and sexual health appropriate to the age and maturity of the children in the school.

Aims

At Belbroughton CE Primary School pupils are offered their appropriate entitlement to Sex and Relationship Education. It is aimed to promote

- A respect for self and others
- A culture in which rights, duties and relationships are explored
- An acknowledgement and understanding of diversity regarding gender, religion, culture, sexual orientation, physical and mental ability and social class
- Open and compassionate discussion about physical and emotional development

Objectives

Sex and Relationships Education (SRE) is embedded within the Personal, Social, Health Education and Citizenship programme of study. (PSHEC). As a result of the SRE programme pupils should by the end of Year 6 have

- Developed confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work
- Be able to protect themselves and ask for support
- Be prepared for puberty
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The sequence of the teaching programme is as follows:

Foundation Stage (Reception)

- People in my life, what they do for me and what I do for them
- Feeling sad or happy
- Friendships
- Loss and mourning (eg a person or a pet)
- Keeping safe, danger I might come up against, saying no
- My body and other people's bodies
- The beginning of life – me, animals, plants
- Growth in people, animals and plants
- Ageing, how we know things are alive, dead, young or old

Key Stage One (Years One and Two)

- Changes as we grow
- Different types of families
- Feelings in families (eg love, jealousy)
- What helps people to get on with each other
- What makes me happy
- What I like or don't like about other people
- What they like or don't like about me
- Keeping safe

- Caring for myself, hygiene, sleep and exercise
- People who help me to care for myself
- Inside my body, the functions of different parts

Key Stage Two (Years 3, 4, 5 and 6)

- Feelings, things that make me happy, sad, embarrassed, scared etc
- Difficult situations, teasing and bullying
- Changes in my own body and those of others
- How babies begin and are born, how they grow
- Family trees
- Keeping healthy, exercise, diet, the immune system
- Friendship – who our friends are, how we make and lose friends
- Making decisions, influences on me
- Keeping safe
- Varied lifestyles in the class and the community, differences in others and how we feel about differences

The programme of teaching is linked to the PSHEC and Science curriculum in both Key Stage One and Two and has cross curricular links to English, RE and PE.

Progression

Planning units of work in accordance with the above sequence within the Personal, Social, Health Education and Citizenship curriculum ensures progression.

Monitoring and Review

Sex and Relationship Education, as part of Personal, Social, Health Education and Citizenship is monitored in accordance with the school's policy for self-evaluation. It is part of the school's cycle of subject monitoring.

Parental Involvement

Children's progress in Sex and Relationship Education is reported to parents within Personal Social, Health Education and Citizenship as part of their annual report and at parents' consultation evenings. Parents are entitled to withdraw their children from all or part of the SRE programme and should consult the Headteacher if they wish to do so.

Resources and Staff Training

Resources are purchased following review as part of the subject review cycle or more frequently if the subject is under focus as part of the school development plan. The main supporting material for this programme of study is drawn from the Channel 4 series "Living and Growing".

Consultation

This policy was developed in consultation with staff and governors in 2006 and is mindful of DfES Guidance 116/2000.

It was reviewed in 2010 , 2015 and 2017.

To be reviewed September 2019