



**We Work, We Play, We Care, We Pray**



**Bishop Bridgeman C.E. Primary School**

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Head Teacher: Mrs J Pilling B.Ed (Hons)

# SEX AND RELATIONSHIP EDUCATION POLICY STATEMENT

## 1. Introduction

Sex and Relationship Education (SRE) is the lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and committed relationships for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity. (DFES 2000)

Primary School children in modern society are exposed to many aspects of adult life and image. They begin to make their own sense of these from an early age.

Parents and teachers share responsibility to help them in this and work together to ensure children build an accurate foundation of knowledge, skills and attitudes which will enable further concepts to be added to as the children grow and develop. Children should have an entitlement to some sex and relationship education in key stage 1 and 2. This should be delivered within the context of caring relationships and a moral framework.

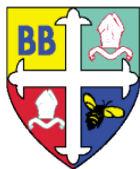
## 2. Aims

- To ensure a sound foundation of knowledge which can be built upon as the children grow and develop.
- To help children develop responsible caring relationships.
- To prepare children for the opportunities, responsibilities and experiences of adult life.





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- To promote the spiritual, moral, cultural and mental and physical development of pupils in school.

### 3. Objectives

- To work towards these aims in partnership with parents.
- To set a programme of Sex and Relationships Education within the programme of PSHCE, Science and other relevant areas of the curriculum appropriate too.
- To respond sensitively and appropriately to children's questions in an open and honest manner.
- To introduce and develop themes at an appropriate depth in keeping with the child's development and maturity.
- To work in partnership with the appropriate external agencies. e.g. school nurse.

### 4. Guidance:

The subject will be taught by teachers who have received training and guidance and with whom the children feel at ease. Children will normally be taught in mixed classes so that they grow up being aware, respectful and sensitive to each other's differences. All children participating in puberty lessons will learn about changes that happen to both boys and girls, but will be given the opportunity to work in single sex groups to complete some activities and to ask questions.

The support of health professionals will be sought as appropriate. The school nurse can play a key role in supporting the teacher in SRE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse in Key Stages 1 and 2.



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Sex and Relationships Education will not be taught as a specific subject but will be part of the PSHCE teaching in school. It will be developmental and appropriate to the age and stage the child is at.

Gradually as the child moves up through school it will become more specifically related to a child's physical and emotional development and needs as they approach puberty.

#### 5. Partnership with parents:

The school will provide opportunity for parents to visit and view the teaching materials used in SRE and be able to ask questions and discuss the programme. Parents of children in Years 5 and 6 will be informed prior to lessons in puberty and sexual relationships well in advance and will be able to view any resources. There will also be an opportunity for them to purchase the SENSE parent educational CDROM

#### 6. Rights of withdrawal:

It is important for parents to know that they have the right to withdraw their child from some PSHCE elements of the programme. However, elements of SRE which are part of the science curriculum are statutory and children may not be withdrawn. (These are detailed in the 'Key Stage 2 section overleaf') Parents wishing to withdraw their child will be invited to speak with the PHSCE co-ordinator or Head Teacher.

#### 7. Monitoring, Evaluation and Assessment:

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to pupils and teachers and feedback from parents. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.





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## 8. The teaching programme for Sex and Relationship Education:

### Key Stage 1

The PSHCE programmes will ensure that pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

### Key Stage 1 objectives:

- know that humans develop at different rates and that human babies have special needs
- know that animals including humans move, feed, grow, use their senses and reproduce (Statutory)
- that humans and animals can reproduce offspring and these grow into adults (Statutory)
- can name parts of the body including external sexual organs/understand concept of male and female.
- can recognise similarities and differences between themselves and others and treat others with sensitivity (Statutory)
- know about personal safety

### Key Stage 2

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They





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learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

As they begin to develop into young adults, they face the changes of puberty (Years 5 and 6) and learn about the process of human reproduction in the context of a loving relationship (Year 6). The SENSE educational CDROM will be the main resource used to teach these lessons. They transfer to secondary school with support and encouragement from their school.

External agencies offering support and specialist knowledge will work alongside staff throughout school (e.g. nurse, health visitor) when covering aspects of work such as body changes, reproduction, drugs and sexuality.

Key stage 2 objectives:

- that the life processes common to humans and other animals include nutrition, growth and reproduction (Statutory)
- about the main stages in the human life cycle (Statutory)
- to develop positive attitudes and values towards the formation of a wide variety of relationships.
- to be able to describe family units and the relationships that exists within these.
- to be able to explain the process of human reproduction and how the female body develops through pregnancy (Year 6).
- to understand the physical and emotional changes that take place during puberty (Years 5 and 6).
- to understand the importance of good hygiene and ways to achieve this.

