



Chadsmead Primary Academy

Sex and Relationships Education Policy

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Sex and Relationships Education Policy

1 Introduction

At Chadsmead Primary Academy, we believe sex and relationships education (SRE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. It is part of our 'Healthy Schools' status to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others.

"Learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health." (DfES Guidance Document DfES0116/2000)

2 Aims and Objectives

We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life. Throughout our teaching we hope to enable children to learn the significance of stable relationships and marriage. We aim to encourage children to develop caring, honest relationships and value others.

We aim to inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.

We aim to help young people build their self-esteem in order to respect themselves and others and move with confidence from childhood through to adolescence. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and develop an awareness of responsibility for themselves and for others.

We aim to provide an environment where children can seek advice on sexual matters, including those that could be perceived as sexual abuse or exploitation.

3 Teaching and Learning Style

At Chadsmead Primary Academy, we use a variety of teaching and learning styles to aid SRE. Our principal aim is to teach children to foster and develop caring relationships with others. SRE is part of and supports the Science, R.E. and PSHCE policies across Key Stage 2. PSHCE throughout the school is supported by the use of the SEAL (Social and Emotional Aspects of Learning) programme.

SRE has three main elements:

- 1) **Attitudes and values:** learning the importance of values, individual conscience and moral considerations; learning the value of family life, marriage and stable loving relationships; learning the value of respect, love and care; exploring and understanding moral dilemmas; developing critical thinking as part of decision-making
- 2) **Personal and social skills:** learning to manage emotions and relationships confidently and sensitively; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference with an absence of prejudice;

developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse

- 3) **Knowledge and understanding:** learning and understanding the physical development at the appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships.

During sex education itself, Year 6 sometimes work in single sexed groups, have opportunities to ask questions anonymously, and abide by some ground rules. Parents are always informed of the dates that this will take place. This provides them with the opportunity to approve the input given or withdraw their child. Teachers have responsibility to ensure the safety and welfare of pupils and can reassure parents that personal beliefs and attitudes of teachers will not influence the teaching of SRE at Chadsmead Primary Academy. The teaching of SRE always follows the child protection policy. Teachers and all those contributing to SRE are expected to work within the agreed school ethos and values.

There are children of differing ability in all classes at Chadsmead Primary Academy. There are suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including differentiation in group activities, allowing children to ask questions and explore their ideas and teaching assistants are available to support children with special needs so they can access the curriculum at their level.

4 SRE Curriculum Planning

SRE is will be taught in all year groups, it will be age appropriate and will build on knowledge from year to year:

The focus in Year 3 will be; building successful friendships, body language, how our actions affect others, making choices, building self-esteem, similarities and differences.

The focus in Year 4 will be; Marriage in different cultures, birth customs in different religions, growing up – growing taller, being more skilful, hopes and dreams for the future, Emotional Literacy – resolving conflict, celebrating our differences, good to be me, and friendship

The focus in Year 5 will be; The human life cycle, how our bodies change through puberty, personal hygiene, identification of sexual organs, building self-esteem, and building good relationships.

The focus in Year 6 will be; how babies are made, how babies are born, the emotional and physical changes in puberty, dispelling myths, reassuring children and addressing concerns and worries.

5 Contribution of SRE to teaching in other curriculum areas

The skills that children develop in SRE are linked to and applied in every subject of our curriculum. The children's skills in developing relationships with others are practised all the time. Decision-making and choices are also key skills that filter through the curriculum.

6 Teaching SRE to children with special needs

Children with specific learning needs are able to access the SRE through enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by teaching assistants supporting them in the classroom.

7 Assessment and recording

Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Any worrying behaviour is noted and that information is passed to the Inclusion Manager or Headteacher based on the SEAL resources in school. The children receive rewards for displaying positive, caring behaviour towards others in the playground.

8 Monitoring and Review

Monitoring the standards of children's work and the quality of teaching in SRE is the responsibility of the PSHCE subject leader. The subject leader also offers support and advice to colleagues in the teaching and learning of SRE.

The Policy will be reviewed every 24 months by the Curriculum & Pupil Performance Committee with approval by the Main Governing Body.