

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

2. What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Aims

To ensure that the sex education programme meets the needs of all the children in the school and is appropriate to their age.

To emphasise that sex education is placed within the context of our Personal, Social, Health and Citizenship education programme.

To give information to our parents so that they are aware of what will take place and provide an opportunity for consultation.

To provide guidance for all staff.

4. Principles and Values

In addition Batheaston Primary School believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Reflect the ethos of the school and the community served by the school
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Prepare the children and enable them to grow into responsible young adulthood accepting themselves and their responsibilities.
- Promote positive self esteem and confidence leading to the development of respect for self and others
- Foster relationships based on trust and care between Class Teacher and children facilitating frank discussion.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

community has much to offer and we aim to work in
professionals.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception;

5. Organisation and Content of Sex and Relationship Education

The personal and social development of the children is the responsibility of all staff as well as fundamental to the ethos of the school. Guidance for staff is provided as this secures a basis for their work and helps everyone to understand their responsibilities and roles. It is essential that all those involved in the delivery of information to children feel comfortable to do so.

As well as directly teaching the requirements of the National Curriculum through termly topic work; a variety of opportunities will also arise (e.g. RE) for developing an understanding of relationships and lifestyles and exploring moral issues. Teachers should endeavour to answer children's questions about aspects of sex education honestly and in ways that are appropriate to the individual child's developmental needs.

...ted by the School Nurse. The children are ...g discussion, question and answer sessions and

6. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and answer appropriate questions.

7. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

8. Sensitive Issues

Any information arising from sex education discussions which is of concern to the class teacher in a child protection context should be communicated immediately to the member of staff responsible for Child Protection.

9. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Headteacher signature o ..

Governor signature o

Date o .



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Batheaston Primary School Sex and Relationships Education Policy