

Braintcroft E-Act Primary Academy Sex & Relationships Policy

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| Department Owner | National Director of Operations |
| Section Owner | Education |
| Approver | E-ACT Education & Personnel Committee |
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1. What is Sex and Relationship (SRE) Education?

1.1 SRE is lifelong learning about physical, moral and emotional development. It is about the understanding and importance of marriage and family life as well as stable and loving relationships, respect and care.

2. Aim and Objectives of SRE

2.1 Braintcroft E-Act Primary Academy believes that sex education in this school should be developmental, providing a foundation for further work in the secondary schools.

2.2 We will aim to:

1. Provide clear guidance for parents, carers, staff and trustees.
2. Help young children to respect themselves and others;
3. Support pupils through their physical, emotional and moral development.
4. Develop skills and understanding to enable pupils to make responsible choices about their health and wellbeing.
5. Support pupils to move more confidently and responsibly into adolescence.

3. Moral and value Framework

3.1 The SRE programme will reflect the school philosophy and ethos to encourage the following values.

1. Respect for self.
2. Respect for others.
3. Responsibility for one's own actions.
4. Responsibility for family, friends, school and the community.

4. Co-ordination and Delivery

4.1 Sex Education will be co-ordinated by the PSHE Co-ordinator and delivered through:
Themes and topics.
Planned aspects of the Science curriculum.
Pastoral care, circle-time and assemblies.

4.2 Your child's teacher will inform you by letter when a unit of work is to take place.

5. Teaching Methods

5.1 Single sex groups will be used in Year 5 and 6 and where possible taught by teachers of the same sex.

5.2 We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

6. The role of parents

6.1 The school is well aware that the primary role in children's sex education are lies with their parents and carers. Therefore, we wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

Inform parents about the schools sex education policy and practice;

Answer any questions that parents may have about the sex education of their child;

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

7. Content of the programme

Year Three/Four

Feelings – things which make me happy, sad, embarrassed, scared.

Difficult situations – teasing and bullying.

Changes in my body and those of others.

The development of babies.

Family trees.

Keeping healthy, exercise and diet.

Friendships – who our friends are and how we make and lose friends.

What helps people get on with each other, e.g. listening, sharing, respect etc.

What I like or don't like about people.

Making decisions – influences on me and peer group pressure.

Keeping safe.

Lifestyles in the class and community – differences in others and how we feel about differences.

Year Five/Six

Decision making and risk taking.

Feelings about the future – changing schools, adolescence.

Families and how they behave – what members expect of each other.

Celebrations of birth, puberty, marriage and death in different cultures.

Expressing feelings and how we do this – being assertive and not bullying.

Differences and similarities in people.

Body changes in me and others – why they are happening.

Things that go into my body that help and things that harm.

Messages about health and sexuality from television, films, books and newspapers.

7.1 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both girls and boys know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

7.2 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

7.3 The National curriculum Science states that at Key Stage 2 children should learn:

That life processes common to humans and other animals include nutrition, growth and reproduction;

About the main stages of the human life cycle.