



Hotwells Primary School

Sex and Relationships Education Policy

'Learning to Bring out the Best in Everyone'

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Sex and Relationships Education Policy

Introduction

Sex and Relationships Education (SRE) can be defined as: 'Lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.' (National Children's Bureau Sex Education Forum, 1999)

SRE is one of the strands of Personal, Social, Health and Economic Education.

Aims of Sex and Relationships Education

Children will:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Develop understanding of their own emotions and develop empathy for others;
- Recognise feeling safe and unsafe and know how to ask for help and support;
- Understanding what bullying is and know what to do if they think they or someone else is being bullied;
- Be able to use the correct terms for body parts and describe how their bodies work;
- Be able to describe the changes that take place during puberty and explore how these changes might make them feel;
- Understand how babies are made and born;
- Understand the importance of sex as part of a loving, trusting relationship;
- Develop skills for making healthy, mutually supportive relationships;
- Understand that relationships take different forms, including same sex relationships;
- Develop a critical awareness of images and messages in popular culture and the media that portrays bodies and sexuality in a way that reinforces stereotypes. This includes the use and misuse of social media.
- Develop a critical awareness of how social media can portray an imbalance of power in relationships.



Principles and Values

At Hotwells Primary School, SRE is taught within the context of the school's aims and values. We believe that SRE should be:

- Inclusive;
- Positive;
- Safe;
- Empowering;
- Engaging;
- Age appropriate.

Teaching and Learning Strategies

SRE is taught using the following strategies:

- Circle times;
- Paired, small group and whole class discussions;
- Ground Rules established by each class, to ensure that children and staff feel secure and comfortable;
- Strategies for answering questions that avoid embarrassment (e.g. 'parking', anonymous questions on Post-Its, avoiding asking personal questions);
- Channel 4's 'Moving and Growing' Scheme of Work;
- Assemblies;
- Anti-Bullying Week;
- Cross-curricular links, e.g. with Science and English;
- Provision of the Personal, Social and Emotional Development strand of the Early Years Foundation Stage framework.

Teaching and Learning Sequence

The PSHE Subject Leader has worked alongside teachers to plan a PSHE Scheme of Work with termly themes, where learning in each group was agreed to be age-appropriate. This Scheme of Work was shared with Governors before being implemented. Two out of six terms are devoted to SRE.



Working with Parents

The school is committed to a supportive working relationship with parents. Under the Education Act of 1993, pupils can be withdrawn by their parents from SRE lessons. Parents wishing to exercise this right and are invited to meet with the PSHE Subject Leader, who will explore the concerns of the parent and discuss any impact that withdrawal might have on the child.

