



# Langley Mill C of E (Controlled) Infant School and Nursery

## SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
K Scrivens	September 2008			September 2009
K Scrivens	September 2009			September 2010
K Scrivens	September 2010			September 2011
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## **Langley Mill C.E. Infant School Sex and Relationship Education (SRE) Policy**

### **1 Introduction**

- 1.1** Our school's policy on sex and relationship education is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000).
- 1.2** In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.
- 1.3** We believe that effective SRE is essential to enable children to make informed decisions about their lives.
- 1.4** The SRE programme is integrated into the PSHE / PSED curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.
- 1.5** SRE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of relationships and the importance of family life.
- 1.6** The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances.

### **2 Aims and objectives**

- 2.1** Sex and relationship education has three main elements that we aim to teach:
- Attitudes and values.
  - Personal and social skills.
  - Knowledge and understanding.

#### **Attitudes and values:**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and beginning to understand moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and social skills:**

- Learning to manage emotions and relationships with confidence and sensitivity.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness.

- Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

### **Knowledge and understanding:**

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.
- The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:
  - Equalities Policy
  - Health & Safety Policy
  - Inclusion Policy
  - Special Educational Needs Policy
  - Drugs Education Policy
  - PSHE Policy
  - Behaviour Management Policy

## **3 Context**

**3.1** Within the context of the above we aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE). Sex and relationship education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

**3.2** We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

## **4 The Healthy School Communities Award**

**4.1** We participate in the Healthy School Communities Award scheme, which promotes health education. As participants in this scheme we:

- Consult with parents on all matters of health education policy.
- Train all our teachers to teach about sex.
- Listen to the views of the children in our school regarding sex education.
- Look positively at any local initiatives that support us in providing the best sex education programme that we can devise.

## **5 Organisation/Provision**

**5.1** The combined PSHE and Citizenship framework is developed through four broad themes:

- Developing confidence and responsibilities and making the most of children's abilities.
- Preparing to play an active role as citizens.

- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people, developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an ongoing element of the PSHE & Citizenship curriculum. Other curriculum areas may also include opportunities for discussions.

**5.2** We teach about sex through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also do some sex education through other subject areas (for example, science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

**5.3** The following parts of the National Curriculum Science Programme of Study are covered:

- I. That animals, including humans, move, feed, grow, use their senses and reproduce.
- II. To recognise and compare the main external parts of the bodies of humans and other animals.
- III. That humans and animals can produce offspring and these grow into adults.
- IV. To recognise similarities and differences between themselves and others, and to treat others with sensitivity.

**5.4** These elements will be taught as part of the Science curriculum but may also arise informally as part of the 'hidden curriculum'.

The following have also been identified as experiences that may contribute to the 'hidden curriculum' within our school life. They will form the basis of the PSHE curriculum, be shown in the way we live together as a community, and be supported by our Behaviour Policy.

**Human Growth and Development:**

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

**Parenting, Families, Life Cycle:**

- Know that babies have special needs.
- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and is able to talk about emotions involved.

**Relationships:**

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

**Sexuality, Sexual identity, Self esteem:**

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

**Child Protection and Safety:**

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.

- Develop and practice simple ways of keeping safe and know who to turn to for help.

### **Personal and Social Skills:**

- Encourage discussion about emotions to share experiences.

## **6. Content**

### **6.1** By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the body (Science).
- Recognise similarities and differences between themselves and others and treat others with sensitivity (Science).
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

### **6.2** Pupils will know and understand:

- That animals including humans grow and reproduce (Science).
- That humans and animals can produce offspring and these grow into adults (Science).
- The basic rules for keeping themselves safe and healthy.
- About safe places to play and safe people to be with.
- The needs of babies and young people.
- Ways in which they are alike and different from others.
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including agreed names for sexual parts.
- Why families are special for caring and sharing.

### **6.3** Pupils will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

## **7 Teaching Methods and Resources**

### **7.1** Active learning methods which involve children's full participation are used and SRE takes place within normal classroom provision of mixed-sex classes.

### **7.2** Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- Establishing 'ground rules' (see below).
- Role play and drama.
- Class discussion.
- Group discussion.
- Circle time.
- Reflection time.

### **7.3** All teachers are committed to delivering the SRE curriculum. Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end

ground rules have been agreed to provide a common framework within which to teach and to deal with issues:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Nursery onwards only the correct names for body parts will be used (i.e. breast, penis, vagina, bottom).
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or Headteacher.
- If a question or comment raises a Child Protection concern the DSP should be informed so that child Protection procedures can be followed.
- Resources used in school include: I am, I know, I can, All about me and various age-appropriate reference books.

## **8. Evaluation and Monitoring**

**8.1** Elements of Sex education in the Science curriculum will be evaluated and monitored as part of the Science Co-ordinator's rolling programme. Science is also assessed each half term by each teacher.

**8.2** Staff are asked to keep their own personal evaluation of each SRE lesson which will be analysed by the PSHE Co-ordinator.

## **9. The role of parents**

**9.1** The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- Inform parents about the school's 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 about the arrangements for sex education in the school;
- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- 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.

**9.2** 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.

## **10 The role of other members of the community**

**10.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

## **11 Equal Opportunities**

**11.1** All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

**11.2** Care is particularly taken to ensure that we promote positive gender stereotypes, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood. We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

## **12. Pastoral support for pupils/Confidentiality**

**12.1** All members of staff are approachable to discuss sex and relationship issues with the children. However, if a child makes a reference to being involved or likely to be involved in sexual activity then the member of staff will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSP. The DSP will then deal with the matter in accordance with Child Protection procedures.

## **13 Dissemination of policy**

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and the Governors Teaching and Learning Committee. Further copies of the policy are available in the Headteacher's policies file. Such distribution ensures the accessibility of the document to visitors, for example supply teachers, support staff and parents.

## **14 The role of the Headteacher**

**14.1** It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

**14.2** The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

**14.3** The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

**15 Monitoring and review**

**15.1** This policy has been agreed by Staff and Governors of Langley Mill C.E. (C) Infant School & Nursery and will be reviewed annually by them following Local Authority consultation or to meet new legislation.