



## **Sex Relationships Education Policy.(SRE)**

### **1 Introduction**

1.1 We have based our school's sex education policy on the DCSF guidance document Sex and Relationship Education Guidance (ref DCSF 2010 SRE guidance to Schools). In this document, sex education is defined as 'learning about physical, moral and emotional development. 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'. Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

(Article 34: UNCRC – You have the right to be free from sexual abuse. Article 35: No one is allowed to kidnap or sell you. Article 36: You have the right to protection from any kind of exploitation).

1.2 There are 3 main elements:

i. Attitudes and values;

Learning the value of family life, stable and loving relationships and marriage

Learning the value of respect, love and care

Exploring, considering and understanding moral dilemmas.

(Article 9: you have the right to live with your parent(s) unless it is bad for you. You have the right to live with a family who cares for you).

ii. Personal and social skills;

Learning to manage emotions and relationships confidently and sensitively

Developing self-respect and empathy for others

Developing an appreciation of the consequences of choices made

Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding;

Learning and understanding physical development at appropriate stages

Understanding human sexuality, reproduction, sexual health, emotions and relationships.

### **2 Aims and objectives**

- To provide opportunities for pupils to learn about their bodies, health and relationships with a particular focus on puberty and growing up, dealing with emotions and managing personal relationships and sexual health.

- To enable pupils to develop the confidence to talk, listen and think about feelings and relationships.

- To provide opportunities for pupils to develop values, attitudes, learn personal and social skills and increase knowledge and understanding to help them make informed decisions and take increasing responsibility for their health and wellbeing.

**(Article 4: Your family has the responsibility to help you learn to exercise your rights and to ensure that your rights are protected.)**

- To contribute to the safeguarding of pupils and enable them to develop skills and confidence to access help and advice.

- To promote equality, inclusion and acceptance of diversity.



## Objectives:

### To support pupils in:

- acquiring a knowledge and understanding of physical and emotional development and growing up
- understanding human reproduction, emotions and relationships
- developing self respect and empathy for others
- understanding rights and responsibilities for self and others
- developing confidence and skills in talking, listening, thinking about and managing feelings and relationships and respecting the differences between people
- learning how to identify risk
- understanding the positive benefits of loving, rewarding and responsible relationships and recognising the value of stable family life, and the responsibilities of parenthood (whilst being mindful of the range of situations of pupils and so as not to undermine confidence or imply criticism).
- comprehending the range of attitudes and behaviour in present day society and making sense of information they may have picked up from the media / playground myths.
- considering their own attitudes and to encourage them to make informed, reasoned and responsible decisions about the attitudes they will adopt both whilst they are at school and in life.
- Recognising the physical, emotional and moral consequences of their choices

### 2.1 Morals and Values Framework:

- To encourage good relationships between pupils, parents/carers, staff and the community based on respect, care, rights and responsibilities.
- To promote self-confidence and self-discipline by developing lively, enquiring minds, the ability to question and argue rationally.
- To enable pupils to resist social and commercial pressures through development of an informed opinion and sense of self-worth.
- To engender awareness and respect for religious and moral values through a curriculum which in its content and emphasis reflects the wide range of cultures, histories and life styles in our multi-ethnic and multi faith society.

## 3 Context

Sex and relationship education is supported by the school's wider curriculum for **Personal, Social, Health, Economic and Citizenship Education (PSHCE)**. In this way, the school ensures that pupils:

- receive their sex education in the wider context of relationships;  
and
- are prepared for the opportunities, responsibilities and experiences  
of life.

The **Foundation curriculum** provides a broad basis for the development of SRE through the early learning goals promoting the importance of fairness, equity and caring for one another.

The combined **PSHE and Citizenship framework** at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below\* are



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delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

(**Article 19:** you have the right to be protected from being hurt and mistreated in body or mind).

Sex and relationship education contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

See:

- **Appendix 1** for learning outcomes for each key stage
- **Appendix 2** for key questions for coverage at each key stage
- **Appendix 3** for SRE overview for the primary phase

### \*National Curriculum Science Key Stage 1

that animals including humans, move, feed, grow, use their senses and reproduce  
Living things and their habitats.

## 4 How Sex Education is provided

4.1 Teachers use a range of strategies to help children develop confidence in talking, listening and thinking about sex and relationships. These include, establishing ground rules, 'distancing' techniques and group discussion.

4.2 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 (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), 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.

What is taught:-

Years R, 1 & 2

In the early years, relationship education focuses on friendship, bullying and the building of self-esteem.

(Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others).

4.3 In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.



4.4 In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans,

move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

## 5 The role of parents

5.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting 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 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 body and their increasing responsibilities.

5.2 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. Children cannot be withdrawn from lessons that are part of the statutory National Curriculum for science.

### Key stage 1

That animals including humans, move, feed, grow, use their senses and reproduce recognise and compare the main external parts of the bodies of humans humans and animals con produce offspring and these grow into adults recognise similarities and differences between themselves and others and treat others with sensitivity.

## 6 The role of other members of the community

6.1 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.

## 7 Confidentiality

7.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher 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 Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals.(See also Child Protection Policy.) (CRC Article 34)

## **8 The role of the Headteacher**

8.1 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 headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

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

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

## **9. Monitoring and review**

9.1 The SRE programme will be monitored through review of planning, lesson observations undertaken by the PSHCE Co-ordinator / member of the Senior Leadership Team, discussion at staff meetings and pupil focus groups. The SRE programme will be evaluated by the teachers and support staff, pupil evaluation at the end of each unit of work and through consultation with parents/carers. The findings of the evaluation will be shared with staff and will inform the future planning and review of the SRE provision.

9.2 The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

**Signed:** R. K. Mahil-Pooni

**Date:** September 2016

**Ratified by the Governing Body:-** 12<sup>th</sup> October 2016

**To be reviewed:-** Annually



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