



*Through wisdom, compassion and endurance, we endeavour to make the best decisions possible
for our children*

SEX AND RELATIONSHIPS POLICY

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Sex and Relationships Education Policy

Introduction

Our Ethos

The school aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The policy for Sex and Relationships Education is written in accordance with this ethos.

What is Sex and Relationships Education (SRE)?

Sex and Relationships Education is lifelong learning about emotions, relationships, sexuality, sex and sexual health. It also includes the understanding and importance of marriage, family life, and respect and care for others.

SRE involves acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. We encourage children to feel positive about their body image, behaviour, feelings and relationships. Children will be taught the skills and knowledge necessary and appropriate to their level of maturity and developmental needs. In Thornborough Infant School SRE will be delivered through the PSHE and Citizenship and Science curriculum from Foundation to Year 2. Children will be encouraged to develop their ideas, knowledge and skills gradually.

The objective of SRE is to help and support young people through their physical, emotional and moral development. This policy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence and into adulthood.

SRE should:

- Develop a sense of mutual respect and care for others;
- Increase pupil's self-esteem;
- Develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help.
- Contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

The sex education programme will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
- Include the development of communication and social skills.
- Encourage the exploration and clarification of values and attitudes.

It will be taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiral curriculum concept.

Aims and Objectives

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

Our objectives of Sex and Relationship Education are

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge.
- To develop pupils' self-respect and respect for others.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To encourage pupils to take responsibility for their actions and any consequences which may ensue.
- To help pupils understand the part they may play in their families, friendship groups, school and the wider community.

- To support pupils to make informed choices and understand that all choices have consequences.
- To provide opportunities for pupils to begin to know the meaning of a moral dilemma.
- To raise pupils' understanding that everyone is different and of equal value.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships
- To enable pupils to name parts of the body and describe how the body works.
- To respect and care for their bodies
- To have the ability to protect themselves and ask for help and support.
- To develop pupils' skills for a healthier, safer lifestyle.
- To be prepared for puberty before it happens.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.

The teaching programme for Sex and Relationship Education

Every child is entitled to receive SRE regardless of age, gender, ethnicity, religion, culture, disability, sexuality, language or social background. It is our intention for all children to have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others.
- Developing a critical awareness of themselves and others.
- Learning to show tolerance, understanding, respect and care for others.
- Developing an awareness and belief in one's own identity.
- Having a positive attitude towards the value of stable relationships for the upbringing of children.
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

Content and Organisation

We believe SRE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science, Circle Time and other subjects of our taught curriculum e.g. Religious Education and Physical Education. Boys and girls will be taught together. Such a programme can successfully follow the outline given below.

Early Years Foundation Stage

Children learn about the concept of male and female and about young animals. They find out about and identify some features of living things and look closely at similarities and differences, patterns and change. In ongoing PSHCE work, they develop skills to make sensible choices, form friendships and think about relationships with others. They develop a sense of right and wrong, considering the consequences of their words and actions for themselves and others. They learn to manage their own personal hygiene and begin to recognise the importance of keeping healthy.

Key Stage 1

Through work in science, children learn about life cycles of animals including humans, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHCE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth and marriage and talk about the emotions. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and learn ways to deal with them. They also learn about personal safety.

The SRE programme will be delivered by:

- Class teachers

A range of teaching approaches will be used which includes didactic and participatory methods. Teachers will take into account the developmental differences of children and the potential for discussion on a one-

to-one basis or in small groups. Circle Time provides the ideal context to explore sensitive issues such as feelings, bullying, conflict and relationships. Role play, discussion and time for reflection will also broaden our approach to work in this area. Teachers will show sensitivity, dealing honestly with issues, answering appropriate questions and offering support where necessary. The materials used will be carefully selected and in accordance with the PSHCE framework, Science Curriculum and the law. Where visitors e.g. health professionals, are invited to deliver aspects of the SRE they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by the class teacher. Visitors will always be fully briefed on their contribution before the lesson. Health professionals, however, will be expected to also follow their own professional code.

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of SRE. Teachers are expected to work within the agreed values framework as outlined in this policy and in line with current legislation.

Language and Ground Rules in Lessons

All staff teaching SRE will set ground rules in their classes. For example:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- The only language used will be easily understood and acceptable to everyone in the class
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern then they should follow child protection procedures set out in the School's policy.

Working with Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. The SRE programme will complement and support their role as parents. A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head Teacher. Parents have the right to withdraw their children from all or part of those aspects of the SRE programme which are NOT part of the statutory National Curriculum Science Orders (Appendix 1). If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

Equal Opportunities

SRE is inclusive of all pupils; they have an equal entitlement to good quality SRE. The programme will be delivered in line with the school's Equalities and Cohesion Scheme within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Special Educational Needs

Pupils with Special Educational Needs will be fully included in all aspects of SRE to help them understand their physical, emotional and social development and enable them to make positive decisions about their lives. Teachers will adjust their planning and delivery appropriate to the child's needs. Teachers will be aware that some pupils may be more vulnerable to abuse and exploitation than their peers and others may be confused about what is acceptable public behaviour. These children will require help to develop skills to reduce risks and to learn what sort of behaviours are, and are not, acceptable.

Confidentiality

Parents/carers/visitors will be informed of the school's confidentiality policy and how it works. The school will be acting in loco parentis.

The following is of specific importance to the school's SRE programme;

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer or guarantee them unconditional confidentiality
- Informing pupils that the Head Teacher requests that teachers inform her of any disclosures made by a pupil
- Informing pupils that if sexual abuse is suspected teachers must follow the school's Child Protection procedures. (see Child Protection Policy)
- In a classroom situation health professionals should follow the School's Confidentiality Policy.

Teachers and parents need to be aware that effective SRE, which brings an understanding of what is and is not acceptable, in a relationship, may lead to disclosure of a child protection issue. In such cases the child protection procedures will be followed.

Monitoring and Evaluation

The overview and co-ordination of the taught curriculum is the responsibility of the PSHCE Co-ordinator and science. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the SRE programme in the school.

The SRE policy is monitored and evaluated through an annual review process.

Links to other Policies

[Child Protection](#)

[PSHCE](#)

[R.E Policy](#)

[Science Policy](#)

[SEN](#)

[Confidentiality Statement](#)

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