



Sex and Relationship Education Policy

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Our vision

At Heather Ridge Infant School, we aim to educate the whole child and to ensure children are happy, healthy and fulfill their potential in terms of the development of skills for life, social and moral values and academic success. SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children.

The policy reflects the DfES 2000 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority.

Policy Aims

The aim of SRE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour.

The SRE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To provide a description of how SRE is delivered, monitored and evaluated in the school;
- To help pupils, parents and carers learn how to gain access to information and support.

WHAT IS RELATIONSHIPS AND SEX EDUCATION? (SRE)

SRE is a key aspect of Personal, Social and Health Education (PSHE) in primary schools. It is a lifelong learning about physical, moral and emotional development. It is about the understanding and importance of stable and loving relationships for family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. At Heather Ridge sex and relationship education is generally taught under the PSHE. Areas of SRE may also be covered through SEAL and Values Education lessons, together with cross curricular and whole school teaching. SRE should contribute 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 support and help
- Are prepared for puberty (DfE, 2000).

Heather Ridge Infant School is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family background.

How is SRE taught?

At Heather Ridge, SRE is taught as an integral part of the curriculum and contributes to children's physical, moral and emotional development. SRE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science. It consists of a number of aspects that cover the knowledge, skills and attitudes pupils will need throughout their lives in order to help them

makes decisions and choices to develop as healthy human beings. SRE also contributes to the 'Every Child Matters' outcomes of Being Healthy and Staying Safe.

The elements covered in our sex and relationship programme include; human relationships, parenthood, keeping safe, families, and the body, and evidence of these can be found in our planning. Indeed, the aspects covering parenthood and the body have direct links to the DfE Curriculum Guidance for the Early Years Foundation Stage and the Statutory requirements of the National Curriculum in Science, PE and Religious Education. In addition, our Personal Social Health Education and Citizenship programme introduces children to the importance of a healthy and safe lifestyle and develops self-awareness and personal and social skills.

Our assemblies also explore a variety of issues associated with human behaviour such as; feelings, the role of the family, human interaction, values and morality. At the same time, we acknowledge and treat sensitively, the fact that our children come from varied home backgrounds where personal circumstances may not reflect such values and experiences. Furthermore, the positive and caring environment we provide enables our children to develop as confident self-disciplined individuals, able to understand and appreciate the ways in which people learn to live and work together.

Moral and Values Framework:

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

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

Learning Outcomes for SRE within the School

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body. They will also be able to explain that people grow from young to old.

The following learning outcomes are taken from OFSTED Sex and Relationships, OFSTED (2000) and guide the teaching of SRE in this school, alongside the PSHE Association Curriculum (guidance 2016).

By the end of Key Stage 1 Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans*
- recognise similarities and differences between themselves and others and treat others with sensitivity*
- 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.

Pupils will know and understand:

- that animals, including humans, grow and reproduce*
- that humans and animals can produce offspring and these grow into adults*
- 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 like and different from others that they have some control over their actions and bodies
- the names of the main external parts of the body
- why families are special for caring and sharing.

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.

(*relates to SRE)

Safeguarding and Confidentiality

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our children have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Children Safe in Education' to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

As a general rule, all teachers and staff will maintain a child's confidentiality. However, if a child is believed to be at risk, the teacher may want to talk to the school's Designated safeguarding lead (DSL) or the Deputy DSL and, if necessary, follow the child protection procedures.

All members of staff and Governors at Heather Ridge Infant School have completed Safeguarding training.

Equal opportunities

All pupils are entitled to receive SRE regardless of ability, gender, race, religious belief or grouping. Through SRE we seek to develop a positive view of female and male sexuality. It is our intention that all children 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.

Special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE.

Monitoring and review

The Learning and Teaching Committee of the governing body monitors our sex education policy and will give serious consideration to any comments from parents about the sex education policy. The committee will review the policy on a regular basis.

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and SRE programme.

To promote effective communication and discussion between parents and their children we notify parents through half termly curriculum maps about particular aspects of SRE that will be taught that half term. We also encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN

Parents have the right to withdraw their children from all, or part of the SRE curriculum, except for those parts included within the National Curriculum

Parents are also informed that the SRE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life,
- along with the coverage of the National Curriculum for Science.

Links with Other Policies

- PSHE & Citizenship
- Inclusion
- Safeguarding and Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying