

Littlehaven Infant School

Sex and Relationship Education Policy

The purpose of this SRE policy is to set out the ways in which the school's provision for sex and relationships education supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

Introduction

Our school's sex education policy is based on the Sex Education Guidelines drawn up by the National Healthy School Standard and the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, sex education is defined as

'learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care; the teaching of sex, sexuality, and sexual health'.

At Littlehaven, Sex and Relationship education is part of the Personal, Social, Health and Citizenship Education curriculum (PSHCE). It is designed to meet the needs of our Reception, Year 1 and Year 2 pupils, taking into account their age, maturity and interests.

We teach sex education mainly through our PSHCE programme, although aspects may arise during science or PE when questions can occur concerning changes in a child's body and how it is developing.

Teachers do their best to answer all questions with sensitivity, care and due regard for the emotional development of the children.

1. Aims

- to adopt a whole school approach to sex and relationships education in the curriculum, which fulfils the entitlement of every child to learning in this area
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care
- to equip its pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle
- to ensure that all children
 - Develop confidence in talking, listening and thinking about feelings and relationships
 - Develop their self esteem and sense of responsibility
 - Are able to name parts of the body and describe how their bodies work
 - Can ask for help and support

2. Objectives

Through PSHCE we teach children about:

- The process of growing from young to old and how people's needs change. This includes the physical development of bodies as they grow from a baby to a child;
- Respect for their own bodies by maintaining personal hygiene;
- The importance of family life;
- That families and friends should care for each other;
- That they belong to various groups and communities, such as family and school;
- Moral questions;
- Relationship issues, for example 'getting along', and 'falling out';
- To realize that people have needs, and that they have responsibilities to meet them;

- To recognize how their behaviour affects other people;
- To identify and respect the differences and similarities between people;

Through Science education we teach the children:

- [Year 1] To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- [Year 2] notice that animals, including humans, have offspring which grow into adults
- [Year 2] describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

3. Context

Sex education in our school focuses on developing the child's understanding of their body and how to look after it, and on developing his/her understanding of relationships. We recognise that children have many questions to ask relating to relationships and their health. Where questions are raised, the teaching staff will try to provide answers that are honest but sensitive to the needs of the child, their age and their maturity. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of marriage or a loving relationship, and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

4. The Role of Parents/Carers

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:

- consult with parents on all matters of health education policy such as Sex Education Policy
- look positively at any local initiatives that support us in providing the best sex education teaching programme we can devise.
- 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 within the school;

The parents of a pupil may withdraw that child from all or part of the sex education programme, unless it forms part of the National Curriculum. It should be recognized that different strands of teaching do overlap into other areas. It is recommended that parents discuss their concerns with the Headteacher.

5. The role of other members of the community

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, are available to advise with our sex education programme.

6. Confidentiality

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 he/she has been the 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 the health care professionals. (See also Child Protection Policy.)

7. The Role of the Headteacher

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.

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.

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

8. Monitoring and Review

The governing body monitors our sex education policy at least once every four years or more frequently when there is a specific need. The governors give serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Signed: H. Oakley

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