

# Elmwood Infant and Nursery School

## **Sex & Relationship (SRE) Policy**



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and abilities to the full'

Article 19 'Children have the right to be protected from being hurt'



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## Sex & Relationship (SRE) Policy

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Article 19 - Children have the right to be protected from being hurt.*

**DATE POLICY REVIEWED**     **Summer 2016**

**DATE OF NEXT REVIEW:**     **Summer 2019**

### **Introduction**

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSE policy.

What is Sex and Relationships Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

At Key Stage 1 Sex Education is not taught explicitly. We aim to develop sex and relationships in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Sex and Relationship Education will be fully integrated into the curriculum.

SRE should enhance learning through:

- 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 within stable and loving relationships for the nurture of the 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 an 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 children to understand that some touch can be unwelcome and to resist unwanted touch

#### Knowledge and understanding

- Encourage the acceptance of physical development by providing age appropriate vocabulary for the sexual parts of the body and encouraging positive attitudes to all bodily functions
- Generating an atmosphere where children feel safe to ask questions and raise concerns

#### **Agreed Procedure**

- We teach SRE through different aspects of the curriculum. Much of this teaching will take place in PSHE and SEAL sessions. Other subject areas contribute significantly to children's knowledge and understanding of their own bodies, particularly Science and P.E.
- SEAL themes are introduced through whole school assemblies – these are further explored in class through discussion and practical activities.
- Discussion will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened at school and at home. It is important to respond to these as appropriate and as and when things happen.

#### **Working with Parents**

Children may be withdrawn by their parents from parts of the Relationship and Sex Education programme that are outside the compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Head teacher to discuss the aspects of the programme causing concern. The school will include information about Relationship and sex education in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of sex education are taught and will provide opportunities for parents/carers to view resources being used.

#### **Child Protection**

Teachers will refer to the school policy and the council's child protection procedures and guidelines.

#### **Dealing with Specific Topics**

##### **Female Genital Mutilation**

The School takes proactive action to protect and prevent our girls being forced to undertake FGM. The Head teacher and Governors do this in the following ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
3. Comprehensive PSHE and Relationship and Sex Education delivered to our children.
4. Vigilance in respect of children and families who have originated from areas where FGM is known to be practiced.

### **Links with the Wider Community**

There are a range of people in the community who may be able to support SRE e.g. school nurses, health visitors, nurses, doctors, health related organisations, LA staff, youth workers. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the PSHE subject leader.

Visitors should be aware of the School's policy on visitors coming into school. Schools should ensure that the professionals adopt a consistent approach similar to that of teaching staff and are aware of the statutory requirements and the school policy on sex education.

### **E-safety**

Teachers will refer to the school policy, teaching pupils to keep themselves safe from harm, both on and offline.

### **Use of Language**

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name the external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

### **Answering Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers should endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

### **Review and Monitoring**

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)
- Governors

### **Other Related Policies:**

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Equal opportunities/Race Discrimination Policy
- Health and Safety Policy
- E-safety Policy
- Drugs, Tobacco and Alcohol Policy