



Sex and Relationships Education Policy

Government Guidance

Sex and relationships education (SRE) is lifelong learning about physical, moral and mental development. It is about the understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

'Effective SRE is essential, if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999 which lie at the heart of our policy to raise standards and expectations for all pupils.'

DfEE 0116/2000

School Introduction

Whilst needed to take account of Government expectations for a SRE policy it is important to take account of the age of children within our school. The focus for this policy is therefore on the relationships elements which will be built upon at the Junior School where children will be introduced to more of the elements outlined in the previous paragraph. Until then we will aim to develop our children's understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care.

Aim of SRE

To contribute to promoting the spiritual, moral, cultural, emotional and physical development of children at school and to prepare them for opportunities, responsibilities and experiences they may come across throughout their lives.

Objectives of SRE

- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop the ability to name parts of the body correctly and understand how bodies work
- To develop positive attitudes and explore and clarify values
- To build self-esteem and self confidence
- To teach about relationships, love and care, and the responsibilities of parenthood
- To help children develop skills to enable them to understand difference, respect themselves and others
- To help pupils develop the skills and understanding they need to live confident, healthy and independent lives



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Planning and delivery

Because of the age of our children, SRE will not be delivered in discrete SRE sessions. Instead, it will be taught through elements of the Early Years Framework and Key Stage 1 National Curriculum:

Early Years Framework; Personal, Social and Emotional Developing – Making relationships

Key Stage 1 National Curriculum; Science

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Children should recognise similarities.

Key Stage 1 National Curriculum; PSHE

The school believes that the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff.

SRE, like all elements of the curriculum, is monitored through inspection of teachers' short term planning and classroom observations. It is evaluated through discussion with teachers, parents and pupils. This area of the curriculum is constantly under review as a result of feedback from pupils and staff involved in the teaching. There is recognition within the school that there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers are aware of the need to be sensitive to these issues, and take into account a variety of different value bases when planning and delivering this programme of work.

Values Framework

SRE is supported by the school's wider curriculum for personal, social and health education. In this way the school can ensure that children:

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

The school believes that SRE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self- esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience and abuse
- should be mindful of children's earlier experiences
- should provide consistent messages
- should be continuous and progressive



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- should provide opportunity for discussion and clarification around values and attitudes.
- should provide accurate, unbiased information

Teaching Strategies

A variety of teaching strategies will be used to enhance this area of work.

These will include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions, and time for reflection. Use of such strategies will create a safe learning environment for staff and pupils alike.

There are 3 elements of good SRE and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.

Parental rights

Although the relevant elements of SRE at Kiveton Park Infant School are covered as part of other curriculum areas and not planned for discretely, parents do have the right to withdraw their child from all or part of this. Any parent wishing to exercise that right should initially contact the Head teacher to discuss the matter. The school believes that SRE is the right of every pupil, and encourages active participation and involvement in the curriculum. . It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of SRE. Provided that such discussion is relatively limited, and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

Policy Update

This policy will be reviewed and updated regularly, or, if changes to the curriculum, organisation within the school, or new guidance from the Government determine that it should be sooner.