

Summerhill Infant School

Inspiring, nurturing and supporting each child, every day to develop citizens for the future.

Our School lays the foundation for a lifetime love of learning

Policy on Sex and Relationship Education

Definition

Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It involves acquiring information, developing life skills and forming positive beliefs, values and attitudes, enabling children to understand difference and respect themselves and others, in order to prevent and remove prejudice.

Introduction

Our School's policy on SRE is based on the DfES document Sex and Relationship Education Guidance (DfES 0116/2000).

SRE is an integral part of the Personal, Social and Health Education (PSHE) curriculum, an area considered important throughout our school. We believe that SRE is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with Parents/Carers. A positive effort will be made to inform and involve Parents/Carers.

The policy was drawn up with advice and guidance from the Local Authority.

Rationale

At Summerhill Infant School we believe that PSHE and Citizenship Education helps give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives to become informed, active and responsible citizens. SRE is an integral part of PSHE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

Aims

Summerhill Infant School SRE will promote the physical, emotional and moral development of all pupils regardless of gender, race, religion, cultural or family background.

We aim to:

- Provide a secure, sensitive and caring framework where learning and discussion can take place,
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils,
- Encourage children to use the correct vocabulary,
- Foster self worth and awareness, together with a sense of moral responsibility,
- Enable children to explore, consider and understand moral dilemmas through discussions,
- Develop children's self-respect and empathy for others,
- Help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness and
- Teach children to manage their emotions and relationships confidently and sensitively.

Guidelines

We teach SRE in the context of the school's aims and values.

SRE is delivered via two areas of the curriculum:

- 1 As part of the School's PSHE programme (Jigsaw) where children learn
 - To maintain personal hygiene,
 - How some diseases spread and can be controlled,
 - About the process of growing from young to old and how people's needs change,
 - The names of the main parts of the body,
 - Rules for, and ways of, keeping safe and about people who can help them stay safe,
 - To share their opinions on things that matter to them and explain their views,
 - To recognise, name and deal with their feelings in a positive way,
 - To recognise choices they can make and recognise the difference between right and wrong,
 - To realise that people and other living things have needs and that they have responsibilities to meet them,
 - That they belong to various groups and communities, such as family and school,
 - How to make simple choices that improve their health and well-being,
 - To recognise how their behaviour affects other people,
 - To listen to other people and to work and play co-operatively,
 - To identify and respect the differences and similarities between people
 - That family and friends should care for each other, and
 - That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.

2 Through National Curriculum Science where they are required to learn:

- That animals including humans, move, feed, grow, use their senses and reproduce,
- To recognise and compare the main external parts of the bodies of humans,
- That humans and animals can produce offspring and these grow into adults, and
- To recognise the similarities between themselves and others and treat others with sensitivity.

All Teachers are responsible for the delivery of SRE and will seek support from the School Nurse or another health professional as appropriate. They use their skill and discretion to deal with any difficult questions.

The content taught and materials used are appropriate to the age and maturity of the child. Teachers are responsible to refer any child concern issues to the Headteacher, designated person for Child Protection. (Refer to Child Protection Policy).

The Role of Parents/Carers

The school is well aware that the primary role in children's SRE lies with Parents and Carers. We, therefore, wish to build a positive and supporting relationship with the Parents of children at our school, through mutual understanding, trust and co-operation. To promote this objective, we:

- Inform Parents/Carers about the school's sex education policy and practice,
- Answer any questions that Parents/Carers may have about the SRE of their child,
- Take seriously any issue that Parents raise with Teachers or Governors about this policy, or about the arrangements for sex education in the school,
- Encourage Parents/Carers to be involved in reviewing the school policy and making modifications to it as necessary, and
- Inform Parents/Carers about the best practice known with regard to SRE, so that the teaching in school supports the key messages that Parents and Carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents/Carers have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a Parent/Carer wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person

for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both Staff and Parents are informed about our SRE 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 about SRE effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school SRE programme and ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework.

The Headteacher monitors this policy annually and reports to Governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Staffing Pupil and Curriculum Committee of the Governing Body monitors the impact of our SRE on an annual basis. This Committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from Parents/Carers about the SRE programme and makes a record of all such comments.

This policy will be reviewed every year.

Agreed with staff	Agreed by FGB	Review Date	Reviewed	Review Date	Reviewed
	March 2015 March 2016	March 2017	May 2018	May 2019	