

SUDLEY INFANT SCHOOL

Sex and relationships education policy

Signed: Vice Chair of Governors: Mr Steven Kearney
Date: May 2017
Review: May 2019

Sex and Relationships Education Policy

Background Information

Sudley Infant School has 300 children on roll. The children are aged between 4 and 7 years and are of mixed social, ethnic and religious backgrounds. Any children with special educational needs/medical needs are recorded on our Special Needs Register.

There is an active Parents Association (SIPFA) which is involved in fund raising and supporting the school. They hold numerous fundraising and social events throughout the school calendar. This policy acknowledges the DFE guidance issued in October 2014 and the guidance issued in 2000.

Policy Statement

SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) support this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the Behaviour, SEND, Safeguarding, PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Safeguarding policy, e-safety policy, SMSC policy and the Equality document.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The SRE programme at Sudley Infant School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of SRE to all of its pupils and will always take into account *The rights of children*. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the SEN coordinator and support staff.

Content

In key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

Organisation

At Sudley Infant School SRE is taught in a cross curricula manner, through Science topics, daily assemblies, circle time and PSHE. As an Infant School we are constantly reinforcing the school ethos and encouraging the children to show respect for themselves and others. SRE is normally delivered by class teachers in mixed gender groups; active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school for example the school nurse or dentist.

Elements of the sex education in the Science curriculum are assessed in conjunction with regular assessment practices.

Evaluation of the SRE programme outside the Science order is conducted using a variety of informal activities. Teachers keep their own personal evaluation of each lesson which is used by the coordinator to inform future planning.

Specific Issues within SRE

Withdrawal

Parents and carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Safeguarding officer who may confer with the Headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Safeguarding policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with questions

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding officer if they are concerned.