



Priory Infant School

Sex and Relationship Education Policy

Introduction:

The main aim of our Sex and Relationship Education (SRE) policy is to support our children through their early physical, emotional and moral development by providing them with clear information and opportunities to relate to the wider world. It operates within the wider framework of our Personal, Social and Health Education (PSHE), Science and Safeguarding policies and is integrated fully within a broad and balanced curriculum. At Priory, Sex Education is **not** taught explicitly but, when questions arise either naturally or through topic work, they are answered simply, honestly and factually. The policy is as much about social and moral issues as it is about science and teaches our children to respect and value others in a caring and empathetic way.

Aims:

SRE will contribute to the foundations of PSHE and citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop good relationships and respect differences between people

In addition, SRE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school and within the community. It will also promote children's spiritual, moral, social and cultural development and is linked to our Equal Opportunities, Health and Safety, Inclusion and Behaviour policies.

SRE enhances learning through:

Attitudes and values

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life and stable loving relationships that nurture 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 with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of differences and with absence of prejudice.
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships

- Helping children to protect themselves by affirming their rights, to be able to resist unwanted touches or advances and to talk about such matters openly.

Knowledge and understanding

- Encourage acceptance of physical development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to bodily functions.
- Ensure that discussion and questions about physical matters can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of normal behaviour
- To be aware of adult sources of help and support, e.g. class teacher or TA, school nurse or Family Liaison Officer (FLO).

Teaching SRE:

- All staff are committed to delivering the SRE curriculum and are careful to ensure that personal beliefs and attitudes do not influence the way it is taught
- 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 and these are further explored in class through discussion and practical activities
- Discussion is encouraged to allow children to share their emotions. This might be through role-play, drama or circle times. 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

In Year R, the children will learn about the concept of male and female and about young animals.

In KS1, children will learn about life cycles of animals, understand the idea of growing from young to old and learn that all things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHE, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Children learn to cooperate with others in work and play and begin to recognise a range of human emotions and ways to deal with them. They also learn about personal safety including e-safety.

Working with Parents

The school is well aware that it is the child's parents and carers who have the primary role in teaching SRE. Our SRE policy helps us to build a positive and supporting relationship with parents and carers through mutual understanding, trust and cooperation. We believe that, through a mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and increasing responsibilities.

The school involves parents and carers in SRE by informing them of the areas of learning the children will be exploring every term through newsletters and the school website. Should any sensitive issues arise, these will be discussed with the parents concerned.

Parents and carers have the right to withdraw their child from all or part of a SRE lesson but should discuss their wishes first with the Headteacher. The school will always comply with the wishes of parents and carers in this regard.

Child Protection relating to this policy:

All staff comply with school policy and KCC child protection procedures and guidelines and have been fully trained to take proactive action to safeguard **all** pupils. This includes protection online (E-safety) and Female Genital Mutilation (FGM).

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 children access to a wide range of experience and expertise, new resources and different approaches to learning.

The school should ensure that any visiting professional adopt a consistent approach similar to that of teaching staff and that they are aware of the statutory requirements and the school policy on SRE.

Use of Language

Should the occasion arise, staff should acknowledge 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 at another time. This might 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 FLO.

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
- Science Policy
- PSHE Policy
- PE Policy

Some of the books we have in school to support SRE:

It's okay to be different	Todd Parr	It's Okay to be a different colour; It's Okay to be different; What's different about YOU?
A Quiet Night In (The Large Family)	Jilly Murphy	It's Mr Large's birthday and Mrs Large is planning a quiet night in – without any children. But in the Large household, things rarely go as planned!
The Huge Bag of Worries	Virginia Ironside	This funny and reassuring story from Virginia Ironside will appeal to all children who have occasional worries of their own.
My Parents Picked Me!	Pat Thomas and Lesley Harper	A First Look at Adoption: explores the issue of adoption in a reassuringly simple way. The fears, worries and questions that children have on this experience are examined.
We Belong Together	Todd Parr	A book about adoption and families.
Princess Smartypants	Babette Cole	Princess Smartypants does not want to get MARRIED. She enjoys being a Ms. But being a rich and pretty princess means that all the princes want her to be their Mrs.
Long live Princess Smartypants	Babette Cole	When Princess Smartypants decides it would be lovely to have a BABY there isn't much that can stand in her way – certainly not her aversion to princes!
Frog in Love	Max Velthuis	Frog is feeling most unwell. He keeps getting hot, then cold, and something inside his chest is going 'thump, thump'. Hare says it means he's in love! But who with? And how can he show his devotion - perhaps by performing the biggest jump ever?
The Family Book	Todd Parr	Open this book to read about all different kinds of families!
Something else,	Cave, K. and Riddle, C.	A book about differences and friendships
Billy and the baby	Bradman, T. and Breeze, L	A good book to use to look at family changes when a new sibling appears and as an introduction to where babies come from.
Not now, Bernard	McKee, D.	Bernard can't find a way to make his parents stop and listen to what he is saying – that there is a monster in the garden. A classic story which can be used to look at emotions and feelings.
Little Rabbit Foo Foo	Michael Rosen	He's wild, he's wicked, he's Little Rabbit Foo-Foo! The bully-boy bunny likes nothing better than to ride through the forest bopping everyone on the head. Wiggly worms, tigers, no one is safe. But here comes the Good Fairy - and she is not amused!