



'Inspiring Confident Learners, Reflecting Christian Values'

FILEY C.E. NURSERY & INFANTS ACADEMY

Sex and Relationship Education (SRE) Policy

Rationale

At Filey C.E. Nursey and Infants Academy we believe SRE is learning about physical, moral and emotional development; in the context of stable and loving relationships where people respect, love and care for one another.

Aims

We want pupils to develop responsible attitudes, respect for others and how to manage their emotions.

Pupils learn:

Attitudes and Values

- The importance of values and individual conscience and moral considerations;
- The value of family life;
- The value of respect, love and care;
- To explore, consider and understand moral dilemmas;
- To develop critical thinking as part of decision making.

Personal and Social Skills

- To manage emotions and relationships confidently and sensitively;
- To develop self-respect and empathy for others;
- To make choices based on an understanding of difference and with an absence of prejudice;
- To develop an appreciation of the consequences of choices made;
- To manage conflict
- How to recognize and avoid exploitation and abuse.

Knowledge and Understanding

- To understand physical development as described in Science curriculum;
- To understand emotions and relationships
- Know and understand how to keep safe

Curriculum Provision for Sex and Relationship Education

At Key Stage 1 sex and relationship education is provided as part of the school's PSHE (personal, social, health education) and Citizenship curriculum and part of the science curriculum.

Learning Outcomes

- By the end of Key Stage 1 pupils will be able to:
- Recognise and compare the main external parts of the bodies of humans * (National Curriculum Science)
- Recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with others.
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with adults who may wish them harm (known and unknown)

Pupils will know and understand:

- that animals, including humans, grow and reproduce* (National Curriculum Science)
- that humans and animals can produce offspring and these grow into adults* (National Curriculum Science)
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people/animals
- ways in which they are alike and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

Teaching Strategies

In order to develop pupil's confidence in talking, listening and thinking about sex and relationships education teachers and other adults will use the following strategies:-

1. Use agreed rules for managing sex and relationship education in the classroom

- No one will have to answer a personal question
- Children's questions will be answered in a sensible and factual way using correct names for body parts as appropriate

2. Teaching Techniques

Teachers select from a range of techniques to provide opportunities for pupils to talk, listen and think about feelings and relationships:-

- Class discussion (teachers protect pupils' personal privacy)
- Role play
- Stories

3. Dealing with questions

Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting.

If a question is too personal:

Explain to the child that the question is not appropriate

If the child needs further support then refer the matter to the appropriate person

If a teacher does not know the answer:

Acknowledge this and arrange to deal with it later

If a question is too explicit, feels too old for the child, is inappropriate for the whole class or raises concerns about sexual abuse:

Acknowledge the question and promise to attend to it later on an individual basis

If a teacher is concerned that a child is at risk of sexual abuse:

Follow the school's Child protection Procedures

4. Reflection

Reflection is crucial for consolidating what has been learned and forming new understandings, skills and attitudes.

Questions to help pupils to reflect:

What did you learn from others

Which feelings will help you to care for others and help you to feel cared for by others

Monitoring and Evaluating

Sex and relationship education is monitored as part of PSHE and Citizenship through termly review of curriculum planning and regular monitoring of class teaching by senior staff.

Working with Parents and Carers

The school's sex and relationship education programme complements and supports the role of parents and carers. However, under current law parents/carers have the right to withdraw their child from sex education lessons except those aspects which relate to the science programme of study.

The school policy has been drawn up in consultation with school governors.

Confidentiality

- Teachers use agreed rules to create an environment where pupils' privacy is respected and protected;
- Children are encouraged to talk to their parents/carers where they have a question of a personal nature;
- The school nurse is available for advice and support, when requested by an individual parent/carer or the school, where issues of a personal nature arise;
- The Pupil and Parent Support Advisor will also support children and their families confidentially
- Teachers cannot offer or guarantee absolute confidentiality. Their legal and professional roles and responsibilities require them to ensure the safety and welfare of pupils. Any fears or worries pupils bring into the classroom do not go unnoticed by staff. In exceptional circumstances the school will be in the position of having to handle information without parental knowledge. If there is any possibility of abuse, school staff are required to follow the school's Child Protection Procedures.

Approved by Christine Wilson Date: 12/9/19

Chair of Local Governing Body – Christine Wilson

Review date– September 2020