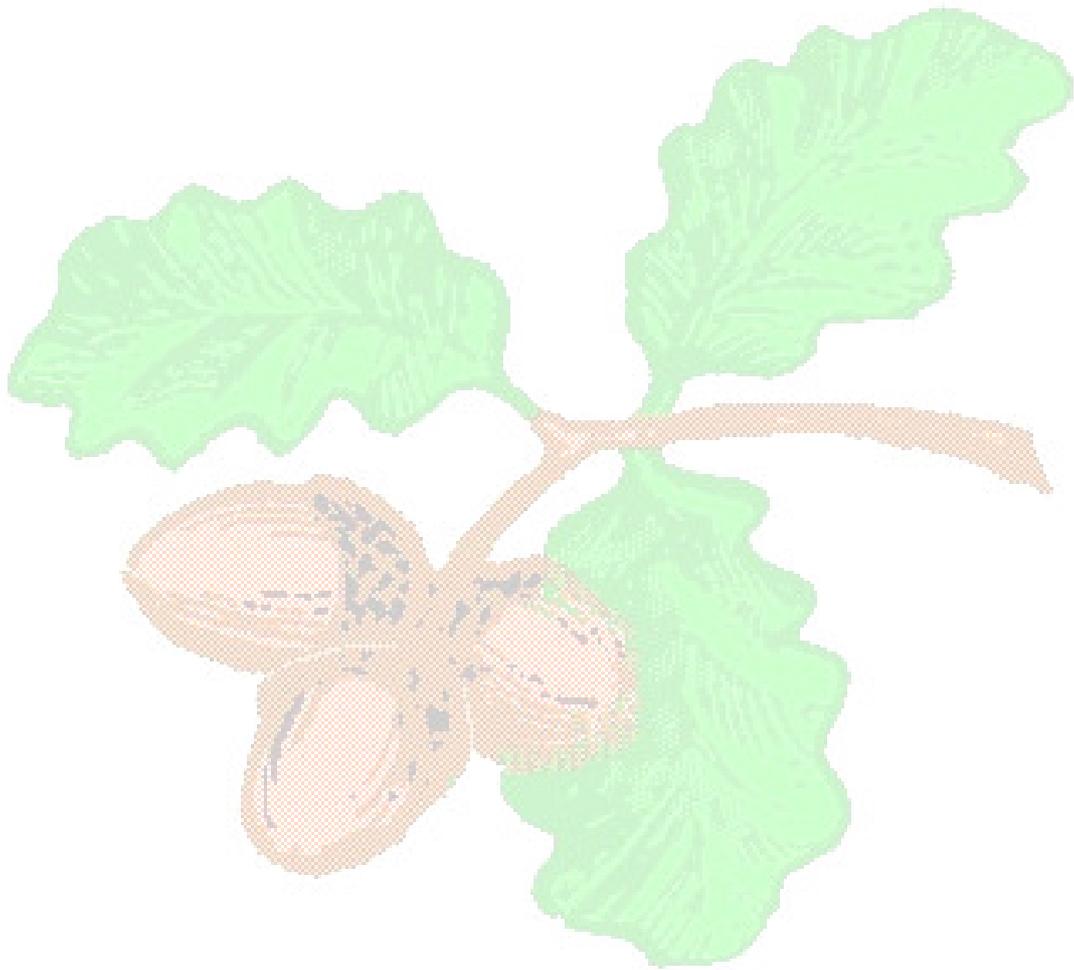


**Churchfields Infants' School,
Nursery Unit
& Language Facility**



**SRE
POLICY**

Sex and Relationships Education Policy

Aims

The school aims to offer children a curriculum that will equip them with the understanding, knowledge and skills to make informed, responsible decisions about different types of relationships so that they

- develop a sense of self worth and well-being
- respect themselves and others
- develop a greater understanding of the nature of relationships and the responsibilities of the individual
- promote good health

What is SRE?

Many elements of SRE are common to all areas of PSHE and Citizenship and are crucial to children's development and to their personal, social and academic success These elements include developing

- self awareness and self esteem
- confidence in talking and listening to others
- an awareness and understanding of feelings and emotions
- the language and confidence to discuss personal, physical and relationship matters with peers, parents and other trusted adults
- assertiveness and decision making skills
- understanding of and respect for one's own and others' beliefs and values, reducing prejudice and stereotyping
- skills to ask for help and the knowledge of who and where they can access support from

Legislation and guidance

The National Curriculum states that "the school should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of human life"

Human reproduction must be taught as part of the Science National Curriculum In primary schools the National Curriculum -Framework for PSHE & Citizenship is developed through 4 broad themes

1. developing confidence and responsibility for making the most of their abilities
2. preparing to play an active role as a citizen
3. developing a healthy, safe lifestyle
4. developing good relationships and respecting the differences between people

Morals and values

Through our creative curriculum, and philosophical thinking, children will be provided with opportunities to explore values, discuss moral dilemmas and make judgements and decisions so as to be better prepared to make informed and principled choices throughout their lives. The implementation of SRE in school will take place within the whole school ethos where value and respect for the individual and the development of self-esteem are paramount. Cultural and religious diversity is celebrated and validated.

Equal opportunities and racial equality

SRE is an important part of children's preparation for adult life. In common with all other aspects of education, SRE will be provided in a way that ensures equality of opportunity in relation to

- access for all to an appropriate programme
- the provision offered in terms of learning, environment, content and learning support where relevant

SRE can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self worth in a learning environment that demonstrates recognition, acceptance, respect and the celebration of difference. SRE needs to be relevant and accessible to all children; it must be appropriate for all levels of understanding and maturity.

Family/home life

It is important to understand the broad range of experiences that children have of "family life". It is important not to jump to conclusions about the home life of the children. If the self-esteem of a child is to be developed, it is essential that no one particular home or family situation is prioritised and that the experience of children is validated rather than undermined. It is important to remember a happy and caring home can occur in a wide variety of settings, but equally that any form of "family" can be a source of oppression. The most important feature of "family life" is that children understand the responsibilities and commitment involved in child rearing and the impact of parents or carers on child development.

Organisation of school SRE

All teachers will be responsible for teaching SRE as part of our PSHE, science and SEAL curricula.

All children will be entitled to learning the full breadth of the curriculum.

Appropriate resources will be used to support the programme. Visitors will be used to support the programme as and when appropriate, particularly when they have expertise not found in the staff, regarding SRE

Specific issues statements

Creating an appropriate atmosphere

To create a supportive atmosphere, teachers need to understand children's view points. They also need the skills to encourage children to be involved in their own learning and to be clear about the use of language, avoiding sexual stereotyping. It is essential that we help children develop confidence in talking, listening and thinking about sex and relationships.

Confidentiality

Confidentiality, in both group setting and one-to-one interactions with children, needs to be stressed, except where a disclosure of information needs to be reported to the school's Child Protection co-ordinator.

Withdrawal procedures

Parents have the right to withdraw their child from SRE lessons. Those wishing to do so must first discuss their concerns with the Head Teacher, and then put their request in writing. A child cannot though be withdrawn from sex education when it occurs in a National Curriculum science lesson.

Involvement of health professionals, visitors

The contributions of any visitors to the school, contributing to the SRE scheme of work, eg school nurse, must be in line with this policy. A copy of this policy will be made available to all outside support prior to their input, so the visitor can familiarise him/herself with it first. It is the responsibility of the school to make clear to all visitors

- the purpose of the visit
- the role of the visitor
- how the visit fits into the SRE curriculum
- the boundaries to the input
- all relevant policies, including confidentiality
- the aims and objectives of any session

Working with parents/carers

The teaching of the school should be complementary and supportive to the role of parents, and should have regard to parents' views about its content and presentation. The more successful we are in doing this the less likelihood that parents will wish to exercise their right of withdrawal.

Assessment

SRE will be assessed on skills and attitudes as well as on knowledge.

Learning Outcomes

From "Sex and Relationships" Ofsted 2002

By the end of KS1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans.
- 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.
- Be aware that their feelings and actions have impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce.
- That humans and animals can produce offspring and these grow into adults.
- 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.
- Ways in which they are similar or 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.

