

Creswell Infant and Nursery School

Sex and Relationship Education Policy

At Creswell Infant School, we believe that we should prepare pupils for adult life by supporting children through their physical, emotional and moral development. Sex and relationship education is embedded in our PSHE curriculum and is used to inform children about sexual and relationship issues in the context of a stable and loving relationship, recognising the need to develop morality and individual responsibility.

Aims

To teach children to:

- Respect the views and wishes of others
- Develop confidence in talking, listening and thinking about feelings and relationships. To be responsible for our own actions
- Be able to name parts of the body and describe how their bodies work
- To protect themselves and ask for help and support
- To care for each other respecting feelings and bodies of others
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To work in partnership with parents, carers and outside agencies
- To encourage pupils to have a regard to moral considerations and the value of family life
- To value the importance of relationships

Morals and values

Our Sex and Relationship education will reflect the school's ethos and will demonstrate and encourage the following values:

- Respect of self
- Respect of others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

These values will underpin all our work at Creswell C. of E. Infant and Nursery School.

Children will be taught through topics and themes relating to the National Curriculum work for Science. At KS1 pupils will learn about how animals (including humans) move, feed, grow and reproduce and the main parts of the body. Children are given the opportunity to appreciate the differences between people and how to show respect for each other.

Each Year group will teach sex and relationship education in a way appropriate to their maturity.

Any questions raised by children will be dealt with sensitively and appropriately as the need arises.

Sex and Relationship Education

Ages 3-5

- People in my life. What they do for me and what I do for them
- My moods - feeling happy, sad etc
- Friendships
- Loss and mourning (for example, a person, a pet)
- Keeping safe - dangers I might come up against. Saying 'no'
- My body and other people's bodies - similarities and differences
- The beginning of life - me, animals, plants
- Growth in people, animals and plants
- Ageing - how we know things are alive, dead, young, and old

Ages 6-7

- Changes as we grow
- Different types of families
- Feelings in families (for example, love, jealousy)
- What helps people get on with each other (for example, listening /sharing)
- What makes me happy
- What I like or don't like about other people
- Keeping safe
- Caring for myself - hygiene, sleep, exercise
- People who help me care for myself
- Inside my body - the functions of different parts, bones etc.

Delivery

- As topics
- Through planned aspects of science
- Through circle time
- Assembly time
- School visitors - school nurse etc.
- Story time

Teaching

Sex Education is a responsibility, which the school shares with others. Provision for Sex Education should include opportunities for involving governors, parents, families and the community so what is learned at school can be supported by appropriate experiences at home and in the community.

Class teachers will deliver the programme (or the Science co-ordinator where appropriate) to the class.

If a member of staff feels ill equipped to take on the programme a colleague will deliver the programme.

Elements of the sex education in the science curriculum will be assessed at the end of the units taught.

Children's questions about sex will be treated sensitively and simply, often without requiring highly sophisticated or complicated responses. If an individual pupil raises a particularly explicit issue, teachers should exercise their discretion and judgement about how to deal with it. Teachers should discuss their concerns with the parents and Child Protection Officer. All issues involving any form of abuse must be referred immediately to the schools Child Protection Liaison Officer (Head Teacher). Other agencies can be contacted for support and information. See Child Protection Procedures for further details.

Parents have the right to withdraw their child wholly or partly from attending sex education in school, with the exception of aspects included in the Science National Curriculum. Parents with concerns are able to discuss these with the Head Teacher.

Equal Opportunities

The school organisation ensures that the children have equal status. All pupils will have equal access to the Sex Education Curriculum. Consideration will also be given to the needs of pupils with English as an additional language.

Special Educational Needs

Pupils with Special Educational needs may need more help than others in coping with the physical and emotional aspects of growing up and may also need more help in learning what sorts of behaviour are and are not acceptable.

Personnel

Amanda Dodd is the person responsible for SRE. Professional development opportunities will be given through external courses and/or staff meetings to all staff who are to deliver SRE.

Sex and Relationship Education will be monitored through the Science Curriculum and PSHE.

Policy Document and Review

This policy has been written and agreed with the consultation of

- Senior management
- Governors
- Teaching staff
- Pupils (pupils have been consulted about topics they enjoy and styles of teaching)
- Parents/carers

Agreed by Governors

Date: 14/10/16

Review February 2019