



GARRICK GREEN INFANT SCHOOL

Sex & Relationships Education (SRE)

Date:	SEPTEMBER 2015	Review Date:	SEPTEMBER 2016
Chair of Governing body:	J. Tipple		

At Garrick Green Infant School we believe that effective SRE is essential to enable children to make informed decisions about their lives.

The SRE programme is integrated into the PSHE curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

SRE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of marriage and other strong and mutually supportive relationships and their importance for family life and bringing up children. The school ensures that there is no stigmatism of children based on their home circumstances.

Sex and relationship education has three main elements that we aim to teach:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

Attitudes and values:

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



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

Knowledge and understanding:

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.
- The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the :
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Inclusion Policy
 - Special Educational Needs Policy
 - Drugs Education Policy
 - PSHE & Citizenship Policy
 - Behaviour Policy

Aims

- To develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Sex and relationship education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.
- To teach sex and relationships education within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and raise self-esteem.

Procedure

Role of Governors

- The Governing Body have a duty to:



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	<ul style="list-style-type: none"> ▪ produce a policy outlining the rationale and organisation of the Sex Education Programme; ▪ inform parents of the policy; ▪ monitor and review the policy; ▪ inform parents of their right of withdrawing their child from all or part of the school's sex education programme if they so wish.
<p>Role of the Headteacher</p>	<ul style="list-style-type: none"> • The Headteacher will: <ul style="list-style-type: none"> ▪ implement the policy; ▪ inform both staff and parents of this policy; ▪ organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity. ▪ Answer any questions that parents may have about the sex education of their child; ▪ Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
<p>Role of Parents</p>	<p>All parents must:</p> <ul style="list-style-type: none"> ▪ acknowledge that they have a primary role in their child's sex and relationships education; ▪ be fully aware of the school's SRE policy; ▪ ask any pertinent questions regarding their child's sex and relationships education at the school; ▪ be aware of their right of withdrawing their child from all or part of the sex and relationships education programme that we teach in this school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.
<p>Sex Education Programme</p>	<ul style="list-style-type: none"> • We carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum. • The broad themes that we cover in PSHE through the year are: personal management, growing up, keeping healthy, family life, personal safety, relationships with peers.



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- Some aspects of SRE are taught through other subject areas (for example, science and PE), if we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- The areas of the national science curriculum that link with SRE are: life processes and living things. These elements will be taught as part of the Science curriculum but may also arise informally as part of SRE.

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the body (Science)
- Recognise similarities and differences between themselves and others and treat others with sensitivity (Science)
- 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 strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce (Science)
- That humans and animals can produce offspring and these grow into adults (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
- 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
- Why families are special for caring and sharing



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<p>Organisation of the Sex Education Programme</p>	<ul style="list-style-type: none"> • The organisation and management of our SRE programme is undertaken by: <ul style="list-style-type: none"> ▪ The leadership team ▪ Teaching staff ▪ Governors • The planning and delivery of the programme is undertaken by the PSHE subject leader and class teachers. • The delivery of this programme will be flexible and it will be delivered through: <ul style="list-style-type: none"> ▪ topics; ▪ planned aspects of science; ▪ class discussions or circle time, ▪ assemblies; ▪ the occasional visit from the school nurse.
<p>Confidentiality</p>	<ul style="list-style-type: none"> • The teaching staff will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. • Teachers cannot promise a child that they will 'keep a secret'.
<p>Monitoring & Review</p>	<ul style="list-style-type: none"> • We believe this policy will be effective only if we ensure consistency across the school by regular monitoring by the PSHE subject leader.