



Garrick Green Infant School Sex and Relationships Policy

This policy was approved by the Local Governing Body on:-	20.2.17
The policy owner is:	REBECCA DEWING HEAD TEACHER
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	MARCH 2019
Policy Version:	V1.1
Signed by the Chair of the Local Governing Body:-	JASON TIPPLE
Ratified by the Board of Trustees	INSERT DATE
Signed by the Chair of Trustee Board	NAME and SIGNATURE



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 stigmatisation 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.
- 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 :
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Drugs Education Policy
 - PSHE Policy
 - Behaviour Policy
 - Safeguarding 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

Sex and Relationships Education Programme

- 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.
- 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 area of the national science curriculum that links with SRE is: animals, including humans. This element 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 (Science)
- Why families are special for caring and sharing

The organisation of the SRE programme

- The organisation and management of our SRE programme is undertaken by:
 - 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
 - topics;
 - planned aspects of science;
 - class discussions or circle time,
 - assemblies;
 - the occasional visit from the school nurse.

Confidentiality

- 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.

- Staff cannot promise a child that they will ‘keep a secret’.

Monitoring and Review

The Local Governing Body will review this policy every two years and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The Head Teacher will report on the effectiveness of the policy to the Local Governing Body as and when guidelines or best practices have materially changed or at a frequency requested by the LGB.

Due for Review - March 2019

Policy Approved by Local Governing Body – Spring Term 2017

SignedChair of Governors Date.....