

ST ALPHEGE CE INFANT SCHOOL



Sex and Relationships Education Policy

Approved by:

Governing Body

Date: 17th January 2024

Last reviewed on:

16th January 2024

Next review due by:

16th January 2025

Introduction:

At St Alphege CE Infant School, we believe that children should have the opportunity to develop high self-esteem, with the ability to form secure relationships and make informed decisions about moral and social issues. Our teaching will aim to help our children cope with the physical and emotional challenges of growing up.

Sex and Relationships education develops children's awareness of, and respect for, themselves and others by aiding their development of positive self-esteem, which will help children cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It allows them to explore feelings and emotions through a variety of different contexts and enjoy the confidence in their own ability.

As part of the sex and relationships education framework, pupils are taught about the nature and importance of family life. Pupils will learn about the significance of loving and caring relationships and will have the opportunity to learn and understand different types of family. Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. St Alphege CE Infant School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

In the Early Years, children are taught about relationships within the Personal Social and Emotional Development strand of the Early Years Foundation Stage curriculum. At Key Stage 1 Sex Education is also not taught explicitly. We aim to develop sex and relationships 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.

SRE should enhance learning through:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Attitudes and values:

Children will be taught the importance of values, individual conscience and moral considerations. They will also learn the value of family life within stable and loving relationships. Children will learn the value of respect, love and care and explore, consider and begin to understand moral dilemmas. We aim to develop critical thinking as part of their decision making.

Personal and social skills:

From the Early Years onwards, children will learn to manage their emotions and relationships with confidence and sensitivity. They will be encouraged to develop self-respect and empathy for others and make choices based on an understanding of difference and with an absence of prejudice. They will learn about the consequences of their actions and choices and how to manage conflict in different situations. They will be encouraged to develop skills in

personal relationships, e.g. friendships, building of self-esteem, communication and assertiveness. Where relevant to the age and stage of the child, we will help them to understand that some touch can be unwelcome and how to resist unwanted touch from others. At St Alphege CE Infant School, we generate an open and trusting environment where children feel safe to ask questions and raise concerns.

Agreed Procedure

We teach SRE through different aspects of the curriculum. Much of this teaching will take place in PSHE sessions. Other subject areas contribute significantly to children's knowledge and understanding of their own bodies, particularly Science and P.E. Discussion will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened at school and at home and we recognise the importance of responding to these as appropriate and as and when things happen.

Working with Parents

All parents were consulted prior to the generation of this policy. Children may be withdrawn by their parents from parts of the Relationship and Sex Education programme that are outside the compulsory elements of the National Curriculum. Parents wishing to exercise this right should contact the Head of School to discuss the aspects of the programme causing concern. The school will include information about Relationship and sex education in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of sex education are taught and will provide opportunities for parents/carers to view the resources being used.

Child Protection

All staff have been fully trained in Safeguarding and Child Protection procedures and will refer to the school policy, procedures and guidelines if concerns are raised.

Links with the Wider Community

There are a range of people in the community who may be able to support our SRE teaching in school such as, school nurses, health visitors, nurses, doctors, health related organisations, LA staff and youth workers. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency is always planned to enhance the provision within school and agreed with the PSHE subject leader. Any external agency is always made aware of the School's policy on visitors coming into school and we ensure that the professionals adopt a consistent approach, similar to that of teaching staff and are aware of the statutory requirements and the school policy on sex education.

Online-safety

Staff are all trained on the schools approach to Online-Safety and will refer to the school policy, continuously teaching pupils to keep themselves safe from harm, both on and offline.

Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name some of the external parts of the human body. This is always taught at a level appropriate to the child's development. This provides a grounding for pupils to confidently use the correct words for sexual parts.

Answering Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff should endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the Wellbeing team or Head of School.

Review and Monitoring

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)
- Governors

Other Related Policies:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Equal opportunities/Race Discrimination Policy
- Health and Safety Policy
- Online-safety Policy
- Drugs, Tobacco and Alcohol Policy