

"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."



Hilltop Infant School
Sex and Relationships Education Policy

Ratified by the Governing Body Spring 2011

Signature John Young

Chair of Governors

Sex and Relationships Education Policy for Hilltop Infant School

Sex and relationships education is :

“ lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching” (DfEE Guidance 0116/2000)

At Hilltop Infant School, we believe that sex and relationships education is the right and the responsibility of parents. The sex and relationships education which the school provides is aimed at supporting parents in fulfilling their responsibilities. If parents are not happy with what the school provides with regard to sex and relationships education, they have the right to withdraw their child/children from those aspects of S.R.E. not covered by the National Curriculum Science Order.

Content of the Schools SRE programme

The content of the schools programme is based on the National Curriculum Science Order and on the non-statutory guidance for PSHE and Citizenship contained in the National Curriculum Handbook for Teachers. What follows is a summary of that content.

At primary school level sex and relationships education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support.

National Curriculum Science – Key Stage 1

1b. that animals including humans, move, feed, grow, use their senses and reproduce.

2a. to recognise and compare the main external parts of the bodies of humans.

2f. that humans and animals can produce offspring and these grow into adults.

4a. to recognise similarities and differences between themselves and others and treat others with sensitivity.

The Aims of Sex and Relationships Education

- To enable our children to better understand the nature of human relationships.
- To enable children to see the importance of marriage and stable loving relationships for the bringing up of children.
- To prepare children for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this school SRE has three main elements, all of which are important for a balanced SRE programme:

attitudes and values

- ❖ Learning the importance of values and individual conscience and moral considerations;
- ❖ Learning the value of family life, marriage and stable loving relationships for the nurture of children;
- ❖ Learning the value of respect, love and care;
- ❖ Exploring, considering and understanding moral dilemmas
- ❖ Developing critical thinking as part of decision-making.

personal and social skills

- ❖ Learning to manage emotions and relationships confidently and sensitively;
- ❖ Developing self-respect and empathy for others;
- ❖ Learning to make choices based on an understanding of difference and with an absence of prejudice;
- ❖ Developing an appreciation of the consequences of choices made;
- ❖ Managing conflict
- ❖ Learning how to recognise and avoid exploitation and abuse.

knowledge and understanding

- ❖ Learning that humans reproduce and understanding of physical development at appropriate stages;
- ❖ Understanding the importance of being healthy in mind, body and relationships.

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

The Delivery of SRE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science Order. The PSHE and Citizenship coordinator is responsible for the overall co-ordination and monitoring of SRE within the school's curriculum, supported by the Science co-ordinator.

Methods of teaching and resourcing

In the delivery of SRE teachers will use a variety of teaching methods and resources, including discussion, drama and role play, research and

presentation. Teachers may also use other teaching methods to enable pupils to learn about SRE, which are age appropriate, taking into account the developmental needs of individual children. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

The school uses a wide variety of resources, including the internet and books. Parents are welcome to view these materials. Books used to support SRE are also available in the school library and pupils may borrow them when and as need occurs. Resources used by the school are produced by educational publishers and are intended for children in the light of best current research into SRE.

Monitoring and evaluating SRE

It is the co-ordinator's responsibility to:

- Ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE and Citizenship.
- Monitor the use of teaching and learning styles.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the schools programme.

The co-ordinator will be given time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for Foundation Stage and Key Stage 1.

Dealing with sensitive issues

At times children may ask questions about relationships and the nature of reproduction. Staff will keep to the following protocols:

- Body parts will be given their proper names.
- Teachers will not give answers to questions about their own experiences.
- Teachers will seek to answer all questions honestly in light of their own professional judgement.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter, informing the headteacher as our named Child Protection person.

Parental right to withdrawal from SRE

As stated above, parents have the right to withdraw their children from SRE that falls outside the National Curriculum Science Order. They should do so in writing to the Headteacher. When the headteacher receives such a letter, she will invite the parents to a meeting, at which they will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the child will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. Parents/carers will be given the DCSF support pack for parents who withdraw

their children for SRE. A copy of this policy will be made available to parents who request it at the cost of photocopying or it can be e-mailed to them.

Policy review

The school's governing body oversee the SRE policy and it will review this policy annually from the date below. In reviewing the policy it will consult with parents, staff and pupils.