



Mildmay Infant and Nursery School

SRE Policy

2019-2020



Sex and Relationship Education (SRE) Policy

At Mildmay Infant and Nursery School our aim is to ensure that our community are responsible individuals and make appropriate choices that lead to an emotionally and physically healthy lifestyle

Introduction

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. Maintained primary schools in England and Wales have a legal obligation to provide an education programme. They also have a responsibility to keep an up to date policy statement which is available to parents.

‘Effective SRE education is essential if young people are to make responsible and well informed decisions about their lives’ (DFES Sex and Relationship Guidance 2000). This policy has links with Child Protection Policy, PSHE Policy, Racial Equality Policy and curriculum and National Healthy Schools agenda. The term ‘sex and relationships education’ or SRE is used but our approach goes beyond the biological to also encompass attitudes, values, self-esteem and management of relationships.

SRE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for ‘family’ life. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.

Principles and values

We believe that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all children.
- Encourage every child to be part of a community that is supportive of each individual as they grow and learn.
- Help to raise pupils self-esteem and confidence in their relationships with others.
- To help children develop the skills for being assertive, making decisions and knowing they have choice.
- Be set within this wider school context and support family.
- Encourage students and teachers to share and respect each other’s views with the values of love, respect and care as paramount.
- Generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Curriculum

We intend that all pupils shall experience a programme of education at a level which is appropriate for their age and physical development. Schools must teach the National Curriculum and in the Early Years Foundation Stage the Principles of Learning therefore parents do not have the right to withdraw their children from this. Some parents prefer to take the responsibility for aspects for the elements of education which are not statutory. Others parents are happy for school to do this. We will take every opportunity to involve parents and carers. Parents are encouraged to discuss their decisions and opinions about the curriculum, if they have a concern, with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Answering children's questions

We believe that children should have opportunities to have genuine questions answered in a sensible way. All teachers establish clear parameters for what is appropriate in the classroom by setting class rules. On occasion a child may ask a question of a sensitive nature. Teachers will use their skill and discretion to decide whether to answer this in class and, if so, how or attend to the question later with the child separately. If a teacher is concerned that a child is at risk they will follow the schools child protection procedures.

Legal Requirements

Early Years Foundation Stage.

- Learning about the concept of male and female, simple changes in their bodies and personal hygiene.
- Developing skills to form friendships and think about relationships with others.

Key Stage 1

- Know that animals including humans move, feed, grow, use their senses and reproduce.
- Recognise and compare the main external parts of their bodies.
- Know that human and animals can reproduce offspring which grow into adults
- To recognise similarities and differences between themselves and others, treating others with sensitivity.

This will be taught in science by looking at the lifecycles of animals and understanding that we grow from young to old. They will look at ways to maintain good health and to stay safe. In RE and PSHE they will reflect on family relationships and friendship. They will learn about rituals and traditions associated with birth, death and marriage and look at emotions involved in this. Children will look at different ways to deal with emotions.

Confidentiality

Teaching staff cannot offer unconditional confidentiality. In any case where Child Protection procedures are followed, the teacher will ensure that the young person understands that they cannot promise confidentiality but they will support them. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual child, but in a classroom situation they must follow the school's confidentiality policy.

Inclusion

We intend our policy to be sensitive to the needs of all ethnic and cultural groups. We will respond to parental requests and concerns. We recognise that pupils come from a variety of home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home background. We give sensitive, honest and balanced consideration to sexuality.

We will ensure that all young people receive sex and relationship education. We will offer provision appropriate to the particular needs of all our children, adapting teaching or resources so that all pupils have equal access and taking specialist advice where necessary.

Racial Equality

Every subject leader at Mildmay Infant & Nursery School is committed to ensuring that every learner participates in a curriculum that takes full account of the richness and variety of the world's cultures and racial groups, and which enables every individual regardless of ethnic or cultural background to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better and more harmonious world.

The Science and PSHE subject leaders, Headteacher and Deputyhead ensures through monitoring, work and environment scrutiny, moderation and staff inset that their subject fully meets the requirements of the school ethos and Racial Equality Policy.

Monitoring, Evaluation and Assessment

Monitoring is the responsibility of the Headteacher and Deputy Headteacher, named governor and teacher responsible for PSHE. The school will assess the effectiveness of the aim, content and methods in promoting children's learning by lesson observations, planning scrutiny pupil and parent questionnaires. Change will be implemented if required.

Autumn Term 2019

Review date: Summer Term 2020