



# Rokesly Sex and Relationship Education Policy

Revised Spring 2018

## 1. Introduction

Sex and relationship education is lifelong learning about ourselves; about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.

Successful SRE is firmly rooted in personal, social and health education (**PSHE**).

SRE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

## 2. Moral and Values Framework

At Rokesly Infant and Nursery School we take seriously our responsibility to provide a curriculum which is balanced and broadly based which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

*(section 2.1 national curriculum framework dfe 2013)*

Sex and relationship education at Rokesly Infant and Nursery School will reflect the values of the PSHE and Citizenship programme. SRE will be taught in the context of relationships. In addition SRE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

SRE plays a very important part in fulfilling the statutory duties all schools have to meet in regards to safeguarding. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (*Education and Inspections Act 2006 Section 38*).

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

## 3. Process for Policy development

The policy has been developed in consultation with pupils, parents/carers, teaching-non teaching staff, governors, school health staff and other relevant agencies.

## 4. Aims and Objectives for Sex and Relationship Education

The aim of SRE is; to provide children with age appropriate information, to explore attitudes and values and develop the skills to empower them to make positive decisions about their relationships.

The objectives of Sex and Relationship Education at Rokesly Infant and Nursery school are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To be aware that there are different types of families and relationships.
- To keep themselves and others safe.

## 5. The teaching programme for Sex and Relationship Education: Legal requirements

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science.

Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

All community schools must teach the following as part of the national curriculum:

### Key Stage 1

1. identify, name, draw and label the parts of the human body, link body parts to senses.
2. notice that animals, including humans, have offspring which grow into adults

It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required. Such a programme will follow the outline given below;

## Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. Children learn about how to keep themselves and others safe in a range of everyday contexts.

## Key Stage 1

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn the correct names for body parts, including genitalia and understand that some parts are 'private'.

Children will be taught about the importance of personal hygiene to maintain good health.

In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Children begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about how to keep themselves and others safe in a range of contexts.

### Child Protection / Confidentiality

## 6. Child Protection and Confidentiality

A member of staff cannot promise confidentiality if child protection concerns are raised during any lesson. The school has a Child Protection Policy to ensure staff are aware of procedures (see Child Protection / Safeguarding Policy).

## 7. Monitoring

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

## 8. Further Guidance Documents

- DfEE (2000) Sex and Relationship Education guidance, Crown copyright.  
<https://www.gov.uk/government/publications/sex-and-relationship-education>
- PSHE Association (2014) Programme of Study for PSHE Education (Accessed 11 July 2014)  
[https://www.psheassociation.org.uk/resources\\_search\\_details.aspx?ResourceId=495](https://www.psheassociation.org.uk/resources_search_details.aspx?ResourceId=495)
- Sex Education Forum (2013a) Laying the Foundations a practical guide to SRE in primary schools, Second Edition, NCB.  
<http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10202P>

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