

# CREST INFANT & NURSERY SCHOOL



## SEX AND RELATIONSHIPS POLICY

**Person Responsible: Kerry Seales**

**Date of this policy: (original January 2017) June 2023 (in line with the new statutory requirements for September 2020)**

**Date of the next review: June 2026**

Chair of Governors: Trevor Croucher

Headteacher: Kerry Seales

## **Section 1 - Introduction**

This policy covers our school's approach to Sex and Relationship Education, not only in lessons but through the attitude of our staff, ethos and approach and commitment to equality both within and outside of the classroom.

It has been produced with guidance from the PSHE Association and through consultation with our staff, board of governors and parents.

The policy will be reviewed annually to that it remains up to date with guidance from the Government and DfE and remains relevant to our locality and school community.

This policy will reflect the school's vision and aims to 'Reach for the Stars Hand in Hand' and for everyone at Crest to aspire within our STAR principles approach i.e.

A – principles used in the community

S – successful

T – team members

A – aspirational

R - respectful

The school's approach to learning in Relationships and Sex Education is directly linked to the personal development, behaviour and welfare of our pupils and their families by continuing to embed British Values alongside Character Education with consideration of how this relates to daily life.

We acknowledge that as an EYFS and Key Stage 1 education provider, there is no expectation for us to explicitly teach sex education to our pupils. However,

Relationships and Sex Education teaching will promote respect and tolerance for others as part of pupil's spiritual, moral, social and cultural development at our school

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving a primary education.

We acknowledge that in order for our pupils to embrace the challenges of creating a happy and successful adult life, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that age appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

It is our responsibility, under the Equality Act 2010, to ensure we provide the best for all pupils irrespective of disability, educational needs, race or nationality. Our Relationships and Sex Education teaching must be sensitive to the needs of individual pupils and may change as the pupils of the school change. This in turn further embeds the school values that guard against discrimination, teasing, bullying and aggressive behaviour.

At Crest Infant School & Nursery Sex and Relationships education is not taught formally or in isolation, but within our PSHE Framework and the National Curriculum.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

### Philosophy, Values and Aims

SRE has three main elements of which the following are relevant to teaching at Crest Infant School & Nursery:

#### 1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and 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.

#### 2 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.

#### 3 Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, emotions and relationships.

Sex and Relationships Education at Crest Infant School & Nursery will:

- Be developmental and appropriate to the age and stage of the child

- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices.

SRE is taught at a level appropriate to the age of the children incorporating relevant aspects of the non-statutory framework for Personal, Social and Health Education and Citizenship (PSHCE) and the National Curriculum for Science.

The Learning Outcomes for SRE are taken from the non-statutory framework for PSHE and the National Curriculum for Science. The latter are marked with an \* and are compulsory.

By the end of KS1 pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans\*.
- Recognise similarities and differences between themselves and others and treat others with sensitivity\*.
- 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, move, feed, grow, use their senses and reproduce\*.
- That humans and animals can produce offspring and these grow into adults\*.
- 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.
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.

Sex and Relationships Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings. A variety of teaching strategies and activities will be used, such as:

- Role play.
- Discussion.
- Brainstorming.
- Displays.
- Visits and visitors.
- Photographs.
- Audio visual aids.
- Circle time.
- Fiction and non-fiction texts.

Governors and the Senior Leadership Team are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences.

The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles.
- No-one (child or adult) has to answer a personal question.
- Nobody is forced to take part in a discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts.
- Teachers will always involve parents before answering questions of a sensitive nature.
- Meanings of words are explained in a sensible and factual way.

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child.
- Try to find out why the child is asking the questions, and exactly what they want to know.
- Determine the child's present level of knowledge and understanding.
- Offer a simple answer, and if appropriate back up with a relevant story or picture.
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue.
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.