



**St. Michael's Nursery and Infants School**

# **Sex and Relationships Education Policy (SRE)**

## **What is sex and relationship education?**

“SRE is lifelong learning about physical, moral, and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.”

It has 3 main elements listed below:

### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerate
- Learning the value of family life and stable and loving relationship
- Learning the value of respect, love and care.

### **Personal and social skills**

- Developing self-respect and empathy for others.
- Learning to manage emotions and relationships confidently and sensitively.
- Developing an appreciation of the consequences of choices made.

### **Knowledge and understanding**

Learning and understanding physical development at appropriate stages.

### **Introduction**

SRE education is an integral part of our Personal Social and Health Education programme (PSHE), an area that is considered important and valuable throughout the academy.

We believe that SRE is an ongoing process, which should start in the home and continue at academy. This process should happen in partnership with parents. A positive effort will be made to inform and involve parents and to provide advice where appropriate.

### **Guidelines**

Parents have a legal right to withdraw their children from dedicated “sex education” lessons. They do not have a right to withdraw their children from those aspects of SRE that are taught in National Curriculum Science or where SRE issues arise incidentally in other subject areas.

Our school provides a safe environment where children are taught using simple but accurate terms.

Questions that occur will be answered sensitively and with respect, according to the individual child’s needs, within the agreed parameters.

Staff may choose not to answer questions asked at an inappropriate time.

This policy is written with the inclusion of all pupils in mind. Its content will be differentiated to accommodate all levels of ability.

## **Aims**

Through a cross-curricular approach and a supportive academy ethos we aim

- To foster self-esteem and self-awareness and a sense of responsibility both towards themselves and others.
- To help them prepare for, and adapt to, the physical and emotional changes and challenges of growing up.
- To develop understanding about changes, growth and development of the human body.
- To develop sensitivity towards the needs and views of others.
- To promote the necessary skills for effective communication, long and happy relationships and positive behaviour and development

## **Teaching Methods**

Our learning environments are managed to develop and maintain self-esteem through valuing the feelings, views and experiences of each child.

Our teaching will be based on an understanding that a variety of approaches should be used in order to meet the needs of our pupils and will be sensitive to their age and experience.

Teaching methods adopted in the classroom

Offer a rich variety of opportunities for active learning.

Incorporate a range of teaching and learning styles including circle-time, group discussions and role play

Ensure continuity and progression by visiting and revisiting issues as pupils develop and their needs change.

Draw on a wide range of resources including SEAL materials, espresso ICT activities.

## **Learning Outcomes**

The combined PSHE and Citizenship framework at Key Stage 1 is developed through 4 broad themes and makes clear what is appropriate in the early primary years. The present requirements set out within National Curriculum Science will be delivered through these themes and within the context of the National Healthy Academy Standard.

The four themes are:

- developing confidence and responsibility and making the most of pupils abilities.
- preparing to play an active role as citizens.
- developing a healthier, safer lifestyle.
- developing good relationships and respecting differences between people.

At primary academy level SRE 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.

## **Foundation Stage**

The children will:

- gain some basic information about their bodies and how to take care of them. In the topic “Ourselves” they look at the differences in eye and hair colour, height etc.
- discuss their family and their own place in it in the topic ”My home and my family”
- learn about their own development and discuss the needs of babies and their growth. They have access to books about the human body and its functions.
- begin to understand the value of ones self and other people.

## **Year 1**

The children will:

- extend their knowledge of the body and how it works with increased focus on what it needs to stay healthy, recognise and name external body parts.
- identify how we are different and how we are the same.
- learn that animals (including humans) produce young and these grow into children and new adults.
- discuss how babies and children need to be looked after while they are growing.
- discuss academy rules and compile behaviour agreement.
- begin to understand about setting themselves a goal, (success criteria)

## **Year 2**

The children will:

- discuss developing healthy lifestyles (eg happy heart).
- discuss academy rules and acceptable/unacceptable behaviour (eg bullying)
- take part in simple debates on topical issues.
- talk about knowing the difference between right and wrong.
- develop an understanding of their own environment.
- learn about caring for one another.
- develop a positive self-image and understand how to deal with their feelings in a positive way.
- learn about the process of growing and changing.
- talk about the differences and similarities between people.
- learn about caring for animals.
- develop an understanding of what they are good at and setting themselves simple goals.
- talk about belonging to different groups, communities and clubs.
- learn how to ask for help ( eg from family, friends, older pupils etc)

## **Monitoring and Evaluation**

Children will be assessed at the end of term, and time will be set aside to reflect. Teachers will adjust the programme where necessary to improve the provision and the children's learning needs. Aspects of the work will be evaluated under the KS1 Science scheme.

## **Health and Safety**

All aspects of this policy and practice are carried out with regard to our health and safety procedures.

All relevant risk assessments should be read in conjunction with this policy.

Member of staff responsible: Mrs A Tait

Effective from: MARCH 2017 Review: MARCH 2018