



Relationships and Sex (or SRE) POLICY

Introduction

Manby Lodge believes that a carefully formulated programme for SRE is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The school will promote an atmosphere that allows questioning where any questions raised will be answered accurately with sensitivity and related to family life, loving relationships and respect for others.

We will support children in helping them to understand themselves, respect others and sustain healthy relationships.

All children should feel at ease with themselves and around other people as they grow and develop.

SRE promotes lifelong learning about:

- The spiritual, moral, cultural, emotional and physical development of children at the school and in society
- Acquiring skills and attitudes which prepare them to learn about loving and stable relationships
- Respect, love and care
- Sexuality and health
- Provides the opportunity for children to understand and cope with personal safety, helping them to recognise safe and unsafe situations and identify and be able to talk to someone they trust.
- Developing critical thinking as part of decision-making and exercise some basic techniques for resisting peer group pressure
- Developing acceptable vocabulary for communication about their bodies
- Positive attitudes and identifying and sharing their feelings with each other
- Provide children with knowledge about the process of human reproduction. The school will work towards these aims in partnership with parents.

Aims:

- To provide age appropriate health and relationships education which comply with DFE guidelines

- To consider the needs of all pupils taking into account gender, ethnicity and SEN, including disability
- To create a climate that encourages children to identify and express their views and feelings and to respect the views of others
- To promote openness and security, so that children feel able to ask questions.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- Be aware that feelings and actions have an impact on others.
- To enable pupils to develop the ability to form positive relationships
- To recognise and accept the similarities and differences between themselves and others, and treat others with sensitivity
- To learn the value of respect, love and care
- To emphasise the role and value of family life and the importance of stable relationships for caring and sharing
- To encourage all children to value themselves and others and to develop self-esteem and a positive self-image
- To help children understand their bodies and prepare children for 'growing up'
- To equip children with the appropriate personal skills needed to make sensible choices, which enable them to protect themselves and ask for help and support
- To enable children to initiate reasoned and informed decision making, including saying 'no' to unacceptable behaviour
- To recognise safe and unsafe situations

Guidelines

Sex and relationships education will be taught by all staff through elements of the compulsory Science curriculum and the PSHE/Citizenship and RE curriculum, during lessons and circle time.

It will be addressed in a theme based cross-curricular approach appropriate to the EYFS and KS1, with due regard for the values of family life and supportive relationships.

Work will be covered with individuals, groups or whole class as appropriate. In delivering the programme for SRE the school will seek the advice of the School Nurse and other experts, where appropriate

Children's questions may be unpredictable in their content and in the school context teachers will always attempt to give straightforward, factual answers, whilst making judgements such as:

- Whether to answer immediately or at a later time

- Whether to answer in the whole class situation or on an individual basis
- In what depth to frame the answer
- Whether to refer the question to parents

Staff will be sensitive to the range of different family situations and groupings.

Wherever possible teachers will use correct biological terms.

It is vital that language used is clear, agreed by all staff and is non-offensive.

All such judgements must take into account the age and maturity of the child/children.

Parents are granted the right to withdraw children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum 2014 for Science.

Content:

(NB bold type indicates National Curriculum requirements for Science)

- **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**
- **Notice that animals, including humans, have offspring which grow into adults.** They will be encouraged to develop their knowledge and understanding of growth from birth to adulthood and the needs of babies and young people.
- **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene**
- **Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.**
- **The following examples are used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.**
- Children will learn to give consideration and respect to similarities and differences between themselves and others as they make friends and develop relationships.
- Children will learn the importance of honesty and loyalty in relationships.
- Children will learn about taking responsibility for their own actions and the consequences of their actions.
- Children will learn how to develop skills to protect themselves by expressing feelings, saying no and knowing who to approach for help and support. This will include the understanding of appropriate and inappropriate touch.

Health and relationships education will be monitored and evaluated through planning, classroom observation, regular review of the relevant schemes of work and discussions with teachers and children.

If during Health and Relationships sessions a teacher or a member of support staff become aware of an issue linked to Child Protection, procedures the child Protection Policy will be followed.

This policy was reviewed and agreed at the Resources Committee in May 2018 and ratified by the FGB in June 2018. It will be reviewed bi- annually.