Sex and Relationships Education Policy - June 2019
Relationships and Growing-up Education Policy - June 2019

Aims and Objectives of Relationships and Growing-up Education (RGE):
RGE at Birches Green Infant School aims to support children throughout their time at school to:
- Develop their self-esteem, emotional health and well-being.
- Value themselves and others, recognising and respecting others ideas and views, at home, school and in the wider community.
- Understand the importance of respect, love and care within friendships, relationships and within the family unit.
- Understand differences between male and females.

Definition:
RGE is the initial phase of SRE (Sex and Relationships Education). SRE is lifelong learning about emotions, relationships, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes, enabling them to make informed choices. It should support children in managing adolescence and preparing them for adult life.

Effective RGE and SRE provides knowledge and skills and develops emotional understanding within a framework of attitudes and values.

Statutory Requirements
SRE is not compulsory in primary schools. However, at Birches Green Infant School we teach SRE as set out in this policy.

Policy Development
This policy has been developed in consultation with staff. The consultation and policy development process involved the following steps:

1. Review – a member of pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified

Delivery of SRE
SRE is taught within the Personal, Social, Health Education (PSHE) curriculum. The biological aspects of SRE are taught within the Science curriculum and other aspects are included in Religious Education (RE).

At Birches Green Infant School aims to support children throughout their time at school to:

Values and attitudes
- Develop self-esteem, emotional health and well-being.
- Value themselves and others, recognising and respecting others ideas and views, at home, school, and in the community.
- Understand the importance of respect, love and care within friendships, relationships and within the family unit.

**Knowledge and understanding**
- Understand that there are a number of different relationships and be able to recognise positive relationships
- Have an understanding of safe and unsafe situations
- Have the right to feel and be safe
- Have the correct terminology to talk about their bodies
- Be able to keep themselves clean and healthy
- Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up

**Skills**
- Keep themselves safe and be able to ask for help in the different situations they may face
- Use knowledge and skills to make informed choices
- Have the communication and negotiation skills they need to act upon the choices they make
- Have the skills necessary to deal with situations involving peer pressure
- Form positive relationships

**Emotional Understanding**
- Understanding, talk about and deal positively with their emotions, feelings and beliefs and those of others.

**Content:**
SRE is based within Science and Personal Social and Health Education. In Key Stage 1 any topics covered as part of the Science Curriculum are statutory. In the Foundation Stage SRE is covered within Understanding of the world, Personal, Social, Emotional Development (PSED).

Children are taught in an age appropriate manner across the Key Stages.
- That animals and humans grow and reproduce.
- To recognise and name the main external parts of the body.
- To recognise similarities and difference between themselves and others and to treat each other with sensitivity.

**SRE is covered within the four main strands of PSHE:**
- Developing confidence and responsibility and making the most of their abilities.
- Preparing children to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

**Roles and Responsibilities**

**The governing board**
The governing board will hold the Head teacher to account for the implementation of this policy.

**The Head teacher**
The Head teacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE

**Staff**

Staff are responsible for:

- Delivering SRE in a sensitive way, by splitting into Boys and Girls groups.
- Modelling positive attitudes towards SRE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of SRE.

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the Head teacher.

*The overall planning and delivery of SRE is co-ordinated by the PSHE Co-ordinator.*

**Pupils**

Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

**Parents’ right to withdraw**

Staff will share the content and resources of the SRE lessons with Parents and will support them with any concerns they may have.

Parents’ do have the right to withdraw their children from the components of SRE. Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of withdrawal requests will be placed with the pupil’s educational record. The Head teacher will discuss the request with parents and take appropriate action.

**Policy Reviewed:**

November 2018
K. Plaha
PSHE Co-ordinator

Policy reviewed by Governors June 2019
Next review due June 2021

Signed ........................................... Chair of Governors Dated ............................................

Signed ........................................... Head Teacher Dated ............................................