



# **FULMER INFANT SCHOOL**

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

### **Introduction**

Sex and Relationships Education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being (Sex Education Forum 2014).

Effective SRE can make a significant contribution to the development of the personal skills needed by children 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.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfEE Sex and Relationships Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

### **Aims and objectives**

This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. To be accessible to all of these groups, the document needs to be available on request and presented in a way that is easy to understand.

### **Moral and values framework**

The SRE programme at our school reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions.

### **Equal opportunities statement**

Our school is committed to the provision of SRE to all of its children. Our programme should respond to the diversity of children's cultures, faiths, ethnicities, family backgrounds and sexual orientation, so that all children access the national curriculum.

## **Content**

In EYFS and Key Stage 1, children learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

## **Organisation**

SRE is embedded in all curriculum areas. At our school, the main content of SRE is normally delivered by class teachers in mixed gender groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Our school has a code of practice for using visitors to support the delivery of SRE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's SRE policy and work within it
- All input to SRE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

## **Confidentiality**

As a rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named designated person at the school.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher and designated person throughout the process.

## **Safeguarding**

The school has a separate Safeguarding Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **Controversial and sensitive issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect others who may have a different opinion.

## **Dealing with questions**

Both formal and informal SRE arising from children's questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. Our school believes that individual teachers must use their skill and discretion in this area and refer to the designated person Cathy Hunt, Headteacher or the Additional Designated person Catherine Mardell if they are concerned.

## **Dissemination**

All staff members and governors have access to a copy of the SRE policy. The policy is on our school's website and hard copies are available from the office on request from parents. A short summary of the policy is included in our prospectus.

## **Related policies and documents**

Behaviour and Anti-Bullying Policy  
Child Protection Policy  
Drug Education Policy  
Citizenship Policy  
Racial Equality  
SEND Policy  
Gifted and Talented Policy  
Safeguarding Policy