



**DUDLEY  
INFANT  
ACADEMY**

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**Sex & Relationships Education Policy**

<i>Approved by staff</i>	<i>September 2018</i>
<i>Review date</i>	<i>September 2019</i>

## **SEX AND RELATIONSHIPS EDUCATION POLICY**

### **What is Sex and Relationships Education (SRE)?**

SRE comprises learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. SRE is part of the Personal, Social and Health Education (PSHE) curriculum in the school. While we use SRE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

### **Aims and Objectives**

SRE contributes to the foundation of PSHE and Citizenship by ensuring 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.
- Can protect themselves and ask for help and support.

### **Organisation**

- We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex and relationship education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.
- In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage children to ask for help if they need it.

### **Sex and Relationships Education in the context of the National Curriculum:**

#### **Legal requirements**

Dudley Infant Academy has a statutory duty to teach the following as part of the National Curriculum Science Orders.

#### ***Key Stage 1***

- Notice that animals, including humans, have offspring which grow into adults.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

#### **Foundation Stage**

Throughout the foundation stage children are helped to:

- Develop emotional well being
- Know who they are and how they fit into a group
- Feel good about themselves
- Develop respect for others
- Find out about and identify some features of living things including their own bodies

- Recognise the importance of keeping healthy and those things which contribute to this

## **KS1**

Throughout Key Stage 1 children learn about:

- Growing up
- Parts of the body – external
- Differences
- Stranger Danger
- Good and bad touches

## **Role of the Parent**

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Sex and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

## **Confidentiality**

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parents. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the designated person for Child Protection immediately and follow the procedures in the schools Child Protection policy. They will then speak to the child as a matter of urgency without leading the child in any way. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (DSL) or Principal. The DSL or Principal will then deal with the matter in consultation with health care professionals (See also: Dudley Child Protection and Safeguarding Policy).