

## **Sex and Relationships Policy**

It is a government requirement that all schools have an up to date sex and relationships policy.

Sex and Relationship education is lifelong 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. ' DFES guidance 2000

The Centre recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that all children's home circumstance are valued and respected.

### **Teaching and Learning**

Sex and Relationships Education (SRE) has three main elements;

#### **Attitudes and Values:**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable loving relationships for the nurture of children
- Learning the value of respect, love and care
- Developing critical thinking as part of decision making

#### **Personal and Social Skills:**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Form good relationships with adults and peers
- Learning to make choices based on understanding of difference and with an absence of prejudice
- Managing conflict
- Helping children understand which parts of their body are private
- Knowing how and when to seek help

#### **Knowledge and Understanding:**

- Recognise the importance of keeping healthy and those things which contribute to this
- Generating an atmosphere where children feel safe to seek help, ask questions and raise concerns

At Kintore Way Children's Centre, Sex and Relationship Education is delivered through the Personal, Social and Emotional Development (PSED), Understanding of the World (UW) and Physical areas of learning as detailed in Development Matters in the Early Years Foundation Stage.

We plan a learning environment and learning journeys that enables children to develop their understanding of healthy relationships by providing a range of learning experiences;

- Key group sessions which develop children's understanding of the Golden Guidelines, provide opportunities to talk about personal experiences and emotions
- Learning Journey books which record events in children's lives at home and in the Centre
- Photographs of the children's families to share with key groups
- Books and stories which cover PSED issues and stories which reflect family life in a range of cultures
- Resources which reflect stable relationships and family life e. g. puzzles, posters, displays
- Well resourced home-corner which reflects the different cultures in the centre
- Opportunities for children to learn about new life; visits from expectant mothers, visits with new babies, opportunities to role-play with dolls, baby clothes, prams
- Opportunities to observe new life and change – caterpillars, hatching eggs, tadpoles and visits to the duck pond
- Opportunities for children to recognise changes to their body as they grow; height charts, comparing shoe sizes etc
- Small world play with figures, dolls houses, fire-station, farms etc
- Promoting hygienic practices e. g. toileting, washing hands
- Mealtimes are used to build positive relationships, understand the importance of healthy lifestyles and develop self-help skills
- Promoting independence by providing particular opportunities e. g. encouraging children to put on own shoes/coat/socks etc
- FUDGE days encourage male carers and family members to get to know each other and provide opportunities for social integration
- Parents and carers are encouraged to share stories with the children using a variety of communication skills e.g. community languages, signing, drama etc.

### **Equality of Opportunity**

We recognise that in our multi-cultural and multi-faith community SRE needs to respond to the range of needs and experiences of all our children whatever their family circumstances, abilities or sexuality.

Respect for diversity means that children need to see different family groupings represented and affirmed. This would include children's parents who are married, those who are not married, children whose parents have split up or divorced, children in public care and children who are looked after by grandparents or other family members, mixed heritage parents and same sex parents.

### **Monitoring and Evaluating**

The Senior Leadership Team monitors the Sex and Relationship Policy and its delivery as part of the monitoring cycle.

### **The Role of Parents**

At Kintore Way Children's Centre we follow the EYFS statutory framework and guidance. Parents have the right to withdraw their children from any SRE that falls outside of the statutory curriculum (Education Act, 1996)

We view parental involvement as a significant contribution to learning. We;

- Inform parents about the school's sex education policy and practice,
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issues that parents raise with teachers or governors about this policy

## **Links to Other Policies**

Child protection and Safeguarding

Learning and Teaching

Positive Behaviour Management

Equality, Disability and Diversity

Race equality

# Kintore Way Nursery School & Children's Centre

## Policy Name

Sex and Relationships Policy

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## Adopted and signed on behalf of the Centre by the Governing Body at the meeting on

Curriculum Committee – 13<sup>th</sup> February 2014

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## Name of Governing Body Representative

Claire Gager, Chair of Curriculum Committee

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## Signature of Governing Body Representative

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Date signed \_\_\_\_\_

Date to be reviewed: Autumn 2016