



Bidbury Infant School

SEX AND RELATIONSHIP POLICY

Rationale

At Bidbury Infant School we believe that sex and relationship education provides a basis for developing young children's attitudes, values and sensitivities to themselves and others. Through a planned and structured approach they will develop a positive sense of self as well as a responsibility and respect for themselves and others which will keep them safe, healthy and happy.

Sex and Relationship Education is an essential means through which we can achieve this and, as well as being a fundamental part of the Healthy Schools program, is also one of the key areas through which the five outcomes of Every Child Matters can be achieved.

We have based our sex and relationship education policy on the DfE guidance document 'Sex and Relationship Education Guidance' (ref: Df 0116/2000) and Hampshire's guidelines for Sex Education. We will use the PSHE and Citizenship framework and the requirements outlined in the National Curriculum Science, set within the National Healthy Schools Standard.

Purpose of Policy

- To identify the need for and aims of sex and relationship education at Bidbury Infant School
- Outline curriculum provision and content
- To ensure common practice throughout the school

Aims/Principles

This school aims to provide each child with the knowledge, skills, attitudes to appreciate the benefits of a healthy lifestyle and relate these to their actions, both now and in the future. We strive to support children in developing the skills to build, support and manage relationships which are positive and mutually supportive.

Through sex and relationship education we aim to:

- build the self-esteem of each child so they are confident to look after themselves and express their own views and opinions on difficult subjects and in challenging situations
- enable children to develop an appreciation of the ways in which people learn to live and work together.
- understand how humans develop
- foster self-esteem and take responsibility for their own personal safety, health and well-being
- develop an awareness of their own gender and an understanding of gender differences
- help children respect their own bodies and to promote self-worth and esteem
- enable children to make healthy and informed choices

Planning and Provision

- Sex and Relationship Education is taught in all year groups through a planned program within the PSHE curriculum. It is also supported through the Science curriculum, PE, RE, PATHS and Circle Time, where we feel 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 encourage them to discuss a range of issues. We teach about parts of the body, including in Year 2 the reproductive system and the concept of male and female , and how to keep ourselves safe and healthy.
- In science lessons we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the difference between people and how to show respect for one another.
- We also use an emotional literacy program, PATHS (Promoting Alternative Thinking Skills), for children to understand and deal with their own emotions effectively, as well as having an awareness of how others feel and how they can help them.
- We discuss relationship issues in our PSHE scheme. Primarily foundations are laid through work on developing pupils' general personal and social skills to make informed decisions and analyse risks in order to keep themselves safe and healthy. These skills include:
 - assessing, avoiding and managing risk
 - communicating effectively
 - resisting pressures
 - finding information, health and advice
 - devising problem solving and coping strategies

- developing self awareness and self esteem

At Bidbury Infant School we believe that by informing children with accurate knowledge, understanding and skill development they will be helped in making informed decisions in order for them to keep themselves safe and healthy so they are able to live a full and happy life.

The Role of Parents

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

- inform parents about the schools sex and relationship education policy and practice
- answer any questions that parents may have about the sex and relationship education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education within the school.
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that through this mutual exchange of knowledge and information children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents Rights

Parents have the right to withdraw their child from all or part of the sex education program other than that in the Science National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the program they do not wish their child to participate in.

The Role of the Headteacher

It is the responsibility of the Headteacher to:

- ensure that both staff and parents are informed about our sex and relationship education policy, and that the policy is implemented effectively.
- ensure that members of staff are given sufficient training, so that they can teach it effectively and can handle any difficult issues with sensitivity.
- liaise with external agencies regarding the school sex education program and ensure that all adults who work with children on these issues are aware of the school policy and work within the agreed framework.
- monitor this policy on a regular basis and report to governors, when requested, on its effectiveness

Equal Opportunities

We teach Sex and Relationship Education to all children, regardless of their ability, race, culture and gender. Our teachers provide learning opportunities matched to the individual needs of all children by tailoring all teaching to the needs of individuals and groups. When

teaching sex and relationship education to children with learning difficulties we take into account the targets set for them in their Individual Learning Plans (IEPs).

Assessment and Recording

Teachers assess the children's work and understanding through making observations during lessons, and by looking at pieces of work to match against the agreed objectives. We do not set formal assessments for Sex and Relationship Education but staff do keep records of each child's progress and these are reported to parents each year within the Science and PSHE subject reports.

Resources

- resource packs and books are kept in the Science topic boxes (Music Rm) and the PSHE drawers.
- outside agencies and members of the community will be invited into school when appropriate, i.e. the School Nurse

Staff Development

All staff need to:

- understand and support the rationale and aims of sex and relationship education.
- be made fully aware of the legal implications and their professional responsibilities.
- be kept up to date with any changes in legislation and procedure.
- have sufficient training so that they can teach effectively and handle any difficult issues with sensitivity ~ this is especially applicable in the induction of new staff.

Monitoring and Review

The PSHE and Science Co-ordinator are responsible for monitoring the standards of children's work and the quality of children's understanding through pupil interviews and work sampling in year group portfolios. The headteacher and subject leaders support colleagues in the teaching of sex and relationship education by giving them current developments in the subject and by providing a strategic lead and direction within the school. The Governing Body will ensure the policy is updated regularly and that the school is meeting its statutory obligations as regards sex and relationship education.

The National Healthy School Standard

We now participate in the National Healthy School Standard scheme, which promotes personal, social, physical and emotional health education and further includes sex and relationship education within these areas. As participants in the scheme we:

- consult parents on matters of policy
- encourage greater support from parents and members of the wider community, for example, the School Nurse
- look positively on any local initiatives that support us in providing the best Sex and Relationship teaching program that we can devise.

Development and Dissemination

Consultation included members from the teaching staff, governing body, pupils through School Council and parents through the Parent Policy Review Forum. Each of these groups were met with to discuss policy formation and to go through the draft policy before it was finalised and adopted by the Governing Body.

All staff must be given a copy of this policy. Parents are made aware of the policy in the School Prospectus and where the reference copy can be found (in the Policy Files in the School Office). Parts of the policy may also be replicated in other school publications.

Note

This Sex and Relationship policy should be read in conjunction with the PSHE Policy, Health and Safety Policy, Child Protection Policy and Behaviour Policy. All staff and governors will be given a copy of this policy. Parents are made aware of the policy in the school prospectus and where where the reference copy can be found (on the parents' noticeboard by the main office). Parts of the policy may also be replicated in other school publications.

Date of Approval and Adoption _____

Signed by _____ Headteacher

_____ Governor

_____ PSHE Manager

Written - February 2016
Reviewed - August 2018
Next Review - Aug 2021

Appendix One: National Curriculum Guidance

The components most relevant to a sex education program are shown below.

Key Stage 1

Sex Education

- know that humans develop at different rates and that human babies have special needs.
- be able to name parts of the body, including the reproductive system, and understand the concept of male and female.
- know about personal safety. For example, know that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which will help maintain personal safety.
- appreciate ways in which people learn to live and work together: listening, discussing, sharing.

Family Life Education

- know that there are different types of family and be able to describe the roles of individuals within the family.
- know the rituals associated with birth, marriage and death and be able to talk about the emotions involved.
- understand the idea of growing from old to young.
- know how to care for young animals.

Psychological Aspects of Health Education

- understand the importance of valuing oneself and others.
- begin to recognise the range of human emotions and ways to deal with these.
- Begin to be able to co-operate with others in work and play.

Appendix Two: End of Key Stage One Expectations

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share their feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.