



# Studley Community Infants' School

## **Policy on Relationships & Sex Education**

This policy takes regard of the *Sex and Relationship Education Guidance*, published in 2000 and the current statutory provisions on sex education are contained in sections 403 and 405 of the *Education Act 1996* as amended.

Date Agreed: January 2016

Review Date: January 2018

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

## **1 Aims**

The governors and staff of Studley Community Infants' School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

At Studley Community Infants' School we strive to create an atmosphere that is happy, caring and challenging. We want every child to feel they belong here and to feel safe and secure. We believe in the importance of developing the whole child through offering a broad, balanced and creative curriculum where both individuality and team-work are valued. We will help our children to begin to develop learning skills that will last a lifetime, so that they can make their best contribution to the community and society.

## **2 Objectives**

1. To comply with the Sex and Relationship Education Guidance, 2000.
2. To comply with the current statutory provisions on sex education, contained in sections 403 and 405 of the Education Act 1996 as amended, which places a duty on professionals to talk about relationships and sex with young people in order to help them acquire knowledge and information about their bodies and relationships
3. To provide pupils with accurate information.
4. To ensure children and young people are informed about relationships, love, care and respect for themselves and others.

## **3 Desired outcome**

- Pupils demonstrate confidence in talking, listening and thinking about feelings and relationships
- Young people develop positive values and a moral framework to guide their decisions, judgements and behaviour

## **4 Curriculum**

### **Sex and Relationships Education (SRE)**

'It 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 and responsibility, love and care. *It is also about the teaching of sex, sexuality and sexual health.*

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.'

In our school we recognise that:

- Pupils have an entitlement to learn about SRE and should be empowered to make informed choices regarding their own relationships.
- There should be planned provision for SRE which should include useful information, provision for the development of social skills as well as provision for the discussion of morals and values.

- Parents have the right to withdraw their children from identified SRE other than that which lie within the national curriculum science orders.
- We, as a school, need to 'take such steps as are reasonably practical to secure that where SRE is given to any registered pupil it is given in such a manner as to have due regard to moral consideration and the value of family life' (The Legal Framework relating to Sex and Relationships Education)

### **Curriculum**

The biological knowledge necessary for SRE is mostly contained within the national curriculum science orders. All pupils within our school will explore relationships by discussing topics such as friendships and how we should treat the views of others with respect and consideration. The overall curriculum for PSHE and Citizenship will provide both opportunity and context for pupil reflection and the development of relevant personal and social skills. SEAL and Taking Care Resources will support the teaching of SRE within the curriculum. Pupils will also be taught the importance of Internet Safety through the Computing curriculum.

### **Coverage**

#### **Foundation Stage**

As part of the Foundation Stage, children will learn about the concept of male and female and about young animals. In ongoing PSHE work they develop skills to form friendships and to think about relationships with others. **Pupils will be encouraged to recognise safe and unsafe situations.**

#### **Key stage 1**

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans, i.e. hands, legs, arms, faces, etc.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity, i.e. eye colour, hair colour.
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust through the Taking Care Program.

## **5 Teaching strategies**

### **Ground rules**

Teachers develop a set of ground rules to create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of ground rules the school promote include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

## **6 SEND and inclusion**

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where needed.

## 7 **Equal Opportunities**

The Policy reflects the school policy on equal opportunities where all children, irrespective of religion, age, gender, ethnicity, language or disability have an equal entitlement to receive a quality of education, covering the full extent of the curriculum

## 8 **Confidentiality**

Questions of a personal nature from children should always be answered sensitively as and when they arise, taking into account the child's age and knowledge and with the understanding that parents will be informed if appropriate.

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum. Pupils must be made aware that confidentiality cannot be guaranteed and that they will be informed of all actions relating to their disclosure. See school Child Protection & Safeguarding Policy.

## 9 **Monitoring**

The SLT will monitor as part of PSHE and protective behaviours education.

- The policy will be monitored by the Headteacher and the governors.
- **The policy will be reviewed biannually unless there is new legislation or guidance from the government.**
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- It will be evaluated through teacher reflections and evaluations.
- Information from staff, survey results and quantitative data will feed into the review of the SRE policy to ensure effectiveness and relevance.