

Warden Hill Infant School
Sex and Relationships Policy

Introduction

Sex and Relationships Education is a lifelong process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy. At infant school level it is about laying the foundation for teaching in the context of feelings, friendships and relationships.

- We follow the established legal framework for schools (ref. Sex and Relationship Guidance DFEE 0116/2000);
- In this respect the Governing Body has responsibility for approving the Sex Education and Relationships Policy;
- This policy provides clear guidance to staff about how to and when Sex Education should be taught in our school.

Moral and Values Framework

Sex and relationship education will reflect the values of the PHSE and Citizenship programme. SRE will be taught in the context of relationships.

In addition, SRE will promote self-esteem and emotional health and well-being and help form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community.

Aims

There are three main elements to our SRE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

The aim of Sex and Relationships Education (SRE) is to provide children with age appropriate information in order to explore attitudes and values and develop their skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families.

At Warden Hill Infant School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education at Warden Hill Infant School are:

- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.

Our aims at Warden Hill Infant School are:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To develop pupils' skills for healthier lifestyles
- To develop pupils communication skills and assertiveness to cope with the influence of their peers and the media;
- To help pupils learn to respect and care for their bodies;
- To create an atmosphere where pupils can ask questions without embarrassment.

Values

Our values at Warden Hill Infant School include:

- To learn the value of respect, love and care
- To learn to value and respect ourselves and others
- To take responsibility for our own actions
- To develop an understanding and valuing of diversity
- To promote a positive attitude to healthy lifestyles and keeping safe

Teaching for Learning

The school teaches about Sex and Relationships Education (SRE) through the broad themes identified within the PHSE and Citizenship framework for Key Stage 1.

SRE contributes to the foundation of PHSE and Citizenship by ensuring that children are able to:

- Develop confidence in talking and listening about feelings and relationships
- Name parts of the body and describe how their bodies work
- Protect themselves and ask for help

SRE and the Curriculum

SRE is delivered through the four interrelated strands of PSHE:

- A) Developing confidence and responsibility and making the most of a pupil's ability
- B) Preparing to play an active role as citizens.
- C) Developing a healthy safer lifestyle.
- D) Developing good relationships and respecting the differences between people.

The QCA guidance on PSHE and Citizenship includes the breadth of opportunities pupils need to develop their knowledge, skills and understanding and these are embraced in our whole school approach to PSHE. In PSHE, SRE is placed within the context of talking about feelings and

relationships. Ensuring that SRE is embedded within PSHE will ensure a focus upon self-esteem and respect for self and others.

Foundation:

Children learn about the concept of male and female and about young animals. In ongoing PHSE work, they develop skills to form friendships and think about relationships with others.

Key Stage One:

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

The SRE programme has some links to National Curriculum Science. These areas will be taught in Science lessons but some content may be covered in SRE lessons also.

National Curriculum Science (2014) Key stage 1:
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Pupils should be taught:

* To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

* To notice that animals, including humans, have offspring which grow into adults

Healthy School Standard

As the school is a health promoting school, issues relating to developing a healthy lifestyle will be promoted throughout the school year in many ways, through assemblies, circle time and class discussions. The PSHE curriculum is taught within most other subjects and issues are addressed as they arise.

Learning outcomes for SRE throughout the school

By the end of Key Stage 1 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and are given the opportunity to identify and respect differences between people. They will also have discussed different ways in which family and friends can care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that they grow from young to old.

Please see Appendix 1 for a list of the vocabulary used in each year group.

SRE is coordinated by the PSHE coordinator and is taught within the PSHE programme. (Please see the PSHE policy for an overview of areas taught).

A range of teaching methods which involve the children's full participation are used to teach SRE. These include small group work, discussion, case studies, drama and role play. Ground rules are used to establish a safe environment to facilitate discussions.

Use of Visitors

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to SRE lessons. They will be given a copy of this policy and will be expected to work within the Values framework described within it.

The PSHE coordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools' SRE programme. A teacher will be present during the lesson.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child to their parent/carer or school nurse.

Children with Special Needs

Teaching and learning resources will be differentiated to address the needs of these children in order for them to have full access to the content of SRE education.

Monitoring and Evaluation of SRE

The PSHE coordinator collects evidence for the monitoring and evaluation of the SRE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Classroom Monitor is used to show coverage of PSHE against learning objectives. Pupils are not assessed against the objectives and no grade is given to them at the end of the year.

Confidentiality

Teachers and support staff are aware that teaching SRE can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of SRE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures and that there is a nominated person to turn to with concerns. Staff will reassure pupils that if confidentiality has to be broken they will be informed first.

Withdrawal of pupils from Sex and Relationship Education (SRE) and complaints procedure.

The school includes information on Sex and Relationship Education in the school prospectus and full details are available on request. The school will inform parents and carers when aspects of the sex and relationship education programme are taught through a parent and carer meeting

delivered by the PSHE coordinator. This meeting aims to answer any questions parents may have about SRE lessons and will provide opportunities for parents/carers to view the resources being used.

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the Headteacher to discuss the matter.

The Role of Parents and Carers

The school is well aware that the primary role in children's SRE lies with parent(s) and carer(s). We wish to build a positive and supporting relationship with parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the schools SRE policy and practice
- Answer any questions that parents may have
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in 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 SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure both staff and parents are informed about the SRE policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school SRE, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to the governors, when requested, on the effectiveness of the policy.

Dissemination of the Policy

Copies of the SRE policy will be distributed to all members of the Governing Body. Members of staff are made aware of the changes and can access the policy. Parents may request a copy of this policy through the school office. This policy will also be placed on the website.

Monitoring and Review

The Curriculum Committee of the Governing Body monitors the SRE policy on a regular basis. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Sex Education Programme, and makes a record of all such comments.

Appendix 1

Vocabulary to be used during Sex and Relationships Education at Warden Hill Infant School.

Vocabulary
<p>Foundation Stage</p> <p>Happy, pleased, calm, sad, grumpy, cross, growing up, baby, child, change, hands, head, hair, body, teeth, familiar names for private parts e.g. "willy", "fanny" will be acknowledged.</p>
<p>Key stage 1 (Year1/2)</p> <p>Male, female, girl, boy, man, woman, baby, child, teenager, adult, similar, different, unique, special, stomach, chest, penis, testicles, vagina, bottom.</p>