

Netherfield Infant School

Sex and Relationships Education

This policy forms part of our whole-school PSHE policy. The purpose of the school sex and relationships education policy is to:

- clarify the legal requirements and responsibilities of the school
- reinforce and safeguard the health and safety of pupils
- clarify the school's approach to sex and relationships education to the whole school community
- give guidance on developing, implementing and monitoring the sex and relationship education within school
- enable staff to manage the delivery of sex and relationships education and any incidents or comments which occur with confidence and consistency
- ensure that the overall approach to sex and relationships education reflects the values and ethos of the school
- provide a basis for evaluating the effectiveness of the school sex and relationships education

This policy applies to all staff, pupils, governors, students, voluntary helpers and agencies working with our school, who have been consulted in the writing of the policy.

OFSTED is required by law to evaluate and report on the spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the sex and relationships education policy. There is a responsibility placed on the headteacher and governors to address the issue and deliver it appropriately (Learning and Skills Act 2000).

Sex and relationships education can be defined as: lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. (See DfES SRE Guidance July 2000)

The headteacher is the designated senior member of staff who will oversee the management of sex and relationships education in the school.

Related policies: *Behaviour *Inclusion *Confidentiality *Child Protection * Emotional Health and Wellbeing *Multicultural *Drugs

Aims

The aims of sex and relationships education are for the children to

- gain knowledge and understanding
- develop positive attitudes and values
- extend personal and social skills

Through a supportive school environment we aim to help the children develop their feelings of self-worth and confidence, especially in relation to others.

Objectives

Through a supportive and school environment, the management of sex and relationships education should

- increase children's knowledge and understanding of how their bodies work, how to keep healthy and safe, the importance of personal hygiene
- encourage children to value themselves as unique individuals, and instil feelings self-worth, self-confidence, and emotional well-being
- develop skills of talking about how they feel, making decisions, being assertive, forming and maintaining relationships based on respect for themselves and for others

Scheme of work

Sex and relationship education is taught discretely through PSHE and Citizenship, Science, and R.E. Topics such as 'Myself' (Foundation Stage), and 'Life Cycles' (KS1), approached at a level commensurate with children's age and understanding are used to deliver knowledge and information in an appropriate way.

Methodology and Resources

In a supportive interactive environment, informal opportunities arise constantly to fulfil the objectives of this policy. We aim to respond to issues which are important in the children's lives. We need to take care not to underestimate feelings, understanding and relationships while ensuring issues are discussed at a level the child can comprehend. As well as using Circle Time and assembly times to encourage skill development,

staff are aware that a child or small group may sometimes wish to speak privately to them. In the case of this being any type of disclosure, the procedure outlined in the Child Protection will be followed, otherwise the member of staff will treat it sensitively and appropriately.

External providers are used to help support the delivery of sex and relationship education, namely C.A.S.E. and Life Lorry.

Partnership with Parents

Our school works in partnership with parents, and parents are consulted when policies are written. Most of a child's informal sex and relationships education occurs within the family and the school will build on this in co-operation with home. It is particularly important for the school to recognise and appreciate the diversity of families that exist and not to be seen to value one family structure as superior to any other.

Parental involvement may involve bringing in a new baby to bath and feed, with the children asking questions about growth and development, or visiting the Life Lorry with a group of children and discussing the activity with them afterwards.

Parents have the right to withdraw their child from sex and relationship education, but not from any statutory lesson. If this became an issue the matter would be discussed between the school and the parent.

Assessment and Monitoring

Within the area of PSHE children have the opportunity to reflect on their own learning and personal experiences and to set personal goals and strategies to reach them. Evaluation and assessment are a part of the whole PSHE programme, which is included in the school's annual reporting to parents.