

# Waterthorpe Nursery Infant School



## Sex and Relationships Policy

November 2017

**Approved by:** Curriculum Committee

**Date:** 11<sup>th</sup> December 2017

**Next Review Date:** Autumn 2021

## **Introduction**

At Waterthorpe Nursery Infant School, we believe that effective Sex and Relationship Education (SRE) is essential to enable children to make informed decisions about their lives.

The SRE programme is integrated into the Personal Social and Health Education (PSHE) curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

SRE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of marriage and its importance for family life and bringing up children.

The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances.

Sex and relationship education has three main elements that we aim to teach:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

### **Attitudes and values:**

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

### **Personal and social skills:**

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness.
- Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

### **Knowledge and understanding:**

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.
- The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the :
  - Equal Opportunities Policy
  - Health & Safety Policy
  - Inclusion Policy
  - Special Educational Needs Policy
  - Drugs Education Policy
  - PSHE & Citizenship Policy

- Behaviour Policy
- Child Protection Policy

## **Aims**

Within the context of the above we aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Sex and relationship education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

We aim to promote health education through our participation in the National Healthy School Standard scheme. As participants in this scheme we aim to:

- Consult with parents on all matters of health education policy;
- Train all our teachers to teach sex education;
- Listen to the views of the children in our school regarding sex education;
- Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.
- Develop our children's confidence in talking, listening, and thinking about feelings and relationships.
- Support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations.

## **Process of Policy Development and Consultation**

This policy is descriptive of current practice in our school in both Sex and Relationship Education (SRE). It has been developed through consultation with staff, parents and governors.

## **SRE provision**

The combined PSHE and Citizenship framework is developed through four broad themes:

- Developing confidence and responsibilities and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people, developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an on-going element of the PSHE & Citizenship curriculum. Other curriculum areas may also include opportunities for discussions.

We teach sex education through different aspects of the curriculum. Whilst the main sex education teaching is in our PSHE & Citizenship curriculum, we also teach some sex education through other subject areas e.g. Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In Key Stage 1 children will be taught:

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans and other animals.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others, and to treat others with sensitivity.

**Human Growth and Development:-**

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

**Parenting, Families, Life Cycle:-**

- Know that babies have special needs.
- Acquire the knowledge and understanding caring for animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and is able to talk about emotions involved.

**Relationships:**

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

**Sexuality, Sexual identity, Self-esteem:**

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

**Child Protection and Safety:**

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.
- Develop and practise simple ways of keeping safe and know who to turn to for help.

**Personal and Social Skills:**

- Encourage discussion about emotions to share experiences.

**Content**

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the body
- 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 with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share 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 can 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 alike 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.

Additionally, by the end of Key Stage 2 pupils will be able to:

- Recognise the physical and emotional changes of puberty
- Name sexual organs

Pupils will know and understand about:

- Sex and reproduction in humans
- Personal hygiene
- Developing a positive body image
- Changing relationships as we grow up
- Different types of relationships
- How to find help and support
- Positive friendships – making, valuing and maintaining them
- communication skills – saying ‘no’ and being assertive, dealing with conflict, negotiation,

Pupils will have considered:

- Developing emotional literacy
- Challenging sexual stereotyping
- Challenging homophobia
- Media messages linked to sex and relationships
- Aspirations and how we might see our futures
- peer influence and peer pressure
- rights and responsibilities
- challenging assumptions, stereotyping and prejudice

### **Teaching Methods and Resources**

Active learning methods which involve children's full participation are used and SRE takes place within normal classroom provision of mixed-sex classes.

Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- establishing 'ground rules' (see below)
- role play and drama
- class discussion
- group discussion
- circle time
- reflection time
- Health education digital media

All teachers are committed to delivering the SRE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching

of SRE. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Nursery onwards only the correct names for body parts will be used - breast, penis, vagina, bottom, unless children refer to them with other words wherein staff would respond in a similar way.
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or Headteacher.
- If a question or comment raises a Child Protection concern the Headteacher should be informed so that child Protection procedures can be followed.

### **Roles and Responsibilities**

The PSHE Leaders at this time are Caryn Moffatt in Waterthorpe and Suzanne Marriott. They are responsible for the following: (included in the PSHE & Citizenship Policy).

1. In the light of statutory curriculum changes and nationally determined priorities, to monitor the school's practice that will lead to the writing of a policy and scheme of work.
2. To keep up to date with developments in the subject by attending INSET, Workshops, support groups, accessing books and other literature, and sharing this information with colleagues.
3. To bring to the attention of the Headteacher possible developments in the subject.
4. To share expertise and subject knowledge by leading INSET, Workshops, and Staff Meetings.
5. To order, monitor and develop resources, keeping them well organised, labelled and accessible.
6. To advise colleagues on appropriate planning, teaching methods, activities and resources.
7. To lead by example by showing good practice through joint planning, team teaching, working alongside colleagues, and modelling good practice.

### **The role of parents**

The school is well 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 at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice through, for example, newsletters, school prospectus, etc.
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education 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 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.

The Governors and staff have agreed a policy on sex and relationships education which may be discussed with the Headteacher. Its main objective is to support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to their wider world.

In Key Stage 1 no specific sex education is given, but when questions arise either naturally or from topic work, they are answered simply, honestly and factually. The National Curriculum for Science includes learning about human growth and development.

### **The role of the Head teacher**

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head teacher'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 programme, 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 Governors, when requested, on the effectiveness of the policy.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

### **Evaluation and Monitoring**

Elements of Sex education in the Science curriculum will be evaluated and monitored as part of the Science Leaders rolling programme of monitoring. Science is also assessed for all pupils by each class teacher.

### **Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

### **Confidentiality and pastoral Support for Pupils**

All sex education information is handled in a sensitive manner and in confidence. All members of staff are approachable to discuss sex and relationship issues with the children.

However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

### **Dissemination of policy**

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is available for viewing on the school server and on our website at [www.waterthorpeinfantschool.co.uk](http://www.waterthorpeinfantschool.co.uk)

### **Review**

This policy will be reviewed every 4 years or more frequently to meet government legislation.

# Equality Impact Assessment Template

<i>Name of policy or project being assessed?</i>	<b>Date</b>
Sex & relationships Policy	20/11/17

<i>Priority Level</i>	
High	
Medium	<b>X</b>
Low	

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Steering Committee members</b>

<p>What are the aims of the policy or project? Sex and relationship education has three main elements that we aim to teach:</p> <ul style="list-style-type: none"> <li>• attitudes and values;</li> <li>• personal and social skills;</li> <li>• knowledge and understanding.</li> </ul> <p>We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it. We aim to promote health education through our participation in the National Healthy School Standard scheme.</p> <p><b>Who is the intended customer/service user of this project or policy?</b> <b>Staff, governors, parents and children</b></p> <p>What are the desired outcomes from this project or policy? <b>The school delivers effective Sex and Relationship education in order to enable the children to make informed decisions about their lives</b></p> <p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b> <b>PSHE, monitoring and evaluation, teaching and learning, equal opportunities, child protection, Health education</b></p>
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What are the racial, disability and gender equality implications of the policy or project?

This policy teaches children about some of the physical differences between boys and girls and there needs to be a sensitive approach to delivery

**Does the policy or project have any significant positive impact for:**

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

**YES ~ This policy takes a sensitive approach to the needs of boys and girls. E.g. 'No-one should be expected to ask or answer a personal question**

**Does the policy or project have any significant adverse impact for:**

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

**No**

**Do you have any evidence?**

**Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?**

**Action to take :**

**If you have indicated there is a negative impact, can it be justified? N/A**

**YES**

**NO**

**If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A**

**YES**

**NO**

**If you have answered YES, please list all the changes that you have made to eliminate this discrimination:**

**Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)**

Signed (Person completing the form):

Date: 20/11/17

*H. S.*