



Achieving together in God's light

Sex and Relationships Policy

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

Last reviewed: February 2018

Next review due: February 2021

Sex and Relationship Policy

Objective

“The objective of sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.” (Sex and Relationship Guidance 2000)

We at Limpsfield CE Infant School agree with this key objective and through this policy the staff and governing body of the school aim to ensure that all children have a graduated, age-appropriate programme of education in this area.

What is sex and relationship education? A Values Framework

Sex and Relationship Education Guidance (DfEE 0116/2000)

“Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age”

Our School and Community

- Limpsfield School is a Voluntary Aided Church School located on Limpsfield Common. The playground is rented from the National Trust and the surrounding common land is used as a learning resource.
- The school is smaller than the average sized primary school. Most pupils are White British, with about 10% from a range of minority ethnic groups. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals, for whom the school receives additional funding through the pupil premium, is well below average.
- The proportion of disabled pupils and those who have special educational needs supported by the school is below average.

Moral and Values Framework

Sex and relationship education will reflect the values of the PSHE 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 the children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Our Restorative Approach philosophy supports this framework.

Aims and Objectives for Sex and Relationship Education

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

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- 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 provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthy, safe lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.

The teaching programme for Sex and Relationship Education

Legal requirements: All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantage or family background.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Early Years Foundation Stage and Key Stage 1

Science

Children learn:

- about the concept of male and female and about young animals.
- that animals including humans, move, feed, grow, and use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others and to treat others with sensitivity.
- the importance of personal hygiene to maintain good health.

RE, PSHE and Citizenship

Children learn;

- to develop skills to form friendships and think about relationships with others.
- to reflect on family relationships, different family groups and friendship.
- about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- to begin to co-operate with others in work and play and to recognise the range of human emotions and ways to deal with them.
- to learn about personal safety including e-safety.

The organisation of Sex and Relationship Education

Mrs J Baird is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through Science, RE, PSHE & Citizenship, English and Circle Time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. The philosophy is upheld by all staff including mid-day supervisors.

Sex and relationship education is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant.

Healthy Schools

We are mindful that to ensure effective provision the delivery of these lessons should fall within the context of the Healthy School Standard. We are committed to encouraging our children to take part in discussions sensitively, to develop good relationships through work and play, to make real choices for themselves, to feel positive about themselves and to ask for help or ask questions when needed– all in a safe and supportive teaching environment.

Working with parents/ carers

Parents/carers are the key people in teaching their children about sex, relationships and growing up. We will work with parents/carers where appropriate, having regard to the values framework outlined above.

Working with the wider community.

We recognise that a range of people in the wider community, including health professionals also provide sex and relationships education. We regularly invite health professionals, NSPCC and Surrey's Life Education Bus to work with the children in delivering aspects of the curriculum outlined above, appropriate to their age; e.g. ways of keeping our body healthy.

Safeguarding / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Designated Child Protection Officer/ Deputy Designated Child Protection Officer in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

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 they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Children with additional needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, PSHE and Science Coordinators

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, and feedback from parents and children.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

See also

Safeguarding and Child Protection Policy

Science Scheme of Work

PSHE Scheme of Work

Healthy Schools documentation

RE Scheme of Work

EYFS and National Curricula