

Sex and Relationship Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Equal Opportunities, Race Equality, Special Educational Needs, Able, gifted and Talented, Behaviour, Child Protection, Early Years, Curriculum, Learning and Teaching. Science and Personal, Social, Health, Education (PSHE)

Aims of our Sex and Relationship Education

The sex and relationship education within Bournes Green Infant School aims to provide opportunities for children to develop the skills, knowledge, understanding they need to lead confident, healthy, independent lives which will enable them to become informed and active citizens. The work aims to be delivered in an accepting and honest way, which enables children to ask questions and to contribute their thoughts and ideas.

Partnership with parents/carers

Most of a child's informal sex and relationship education occurs within the family; the school's programme will complement and build on this in co-operation with home. Sex education is introduced at a very simple level dealing with animals and people growing from babies to adults and thinking about relationships appropriate to the age of the children. If a parent/carer wishes to withdraw their child they need to have a discussion with the Headteacher, so that s/he can be made aware of the reasons and provide alternative arrangements. The Department for Education has specific guidance on this.

The Healthy Schools Task Group includes representatives of children, staff, governors and parents/carers who have contributed to this policy after consulting the latest Department of Education guidance.

Objectives of Sex and Relationships Education

- To develop children's confidence and self esteem
- To develop children's knowledge about healthier and safer lifestyles in order that they are able to make informed decisions
- To provide opportunities for children to develop effective, fulfilling relationships
- To provide opportunities for children to develop an understanding and respect of differences
- To enable children to develop the skills necessary to protect themselves from harm
- To enable children to develop the ability to understand the consequences of their decisions and actions

Content and delivery

The Sex and Relationships Education Programme is delivered through a planned programme of PSHE and Science lessons, circle time, the informal curriculum and cross curricular activities.

The work for this area of the curriculum will be delivered within the aims and objectives stated above and delivered through a variety of methods including group work, role play, and discussions.

The following issues are dealt with as part of National Curriculum Science:

- How animals, including humans, move, feed, grow, use their senses and reproduce
- Children should recognise and name the main external parts of the human body
- That humans can produce offspring and these grow into adults
- Children should recognise similarities and differences between themselves and others and treat them with sensitivity

Answering difficult questions

Teachers should, when appropriate, establish ground rules, which set the parameters for discussion. These should include:

- Deflecting questions that are of a personal nature
- Recognising the need to offer 1 to 1 support if necessary
- Identifying when there is a concern about abuse and to follow concerns under Child Protection procedures (see Child Protection Policy)

Confidentiality

Bournes Green Infant School aims to support its children but no individual should guarantee a child absolute confidentiality.

Staff will use their discretion to inform the Headteacher and 'share' information as necessary if it is seen as a concern for the safety and welfare of the child.

Assessment

Assessment of Sex and Relationship Education will be included in the assessment of PSHE and Science. Assessment throughout the school is ongoing; it will include informal observations and oral questioning.

English as an Additional Language

We support our children who have English as an additional Language in a variety of ways in sex and relationship education. Whole class sessions provide helpful adult models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focused teaching input. We repeat instructions for children who have English as an additional language when necessary and emphasise key words. Some language may need careful explaining.

Special Educational Needs for children with learning difficulties and disabilities

In our 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 key stage appropriate.

It is our intention whenever possible to include all children in our PSHE lessons. However, some classes may have children whose progress warrants special consideration. After consultation with the school Inclusion Manager, the class teacher may wish to consider if the lesson is the most appropriate way for the child to spend his/her time. In this situation the child's Provision Map will form the basis of PSHE work.

Race Equality and Religious Beliefs

The diverse backgrounds and cultures of all children will be taken into consideration.

Review

This policy has been revised and approved by the Healthy School Task Group, teaching staff and approved by the Governing Body in Summer 17. It will be reviewed in accordance with the Policy Review Cycle.