

Lindley CE Infant School

Sex & Relationships Education Policy

December 2016

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Jill Hatfield	December 2016	December 2019

At Lindley CE Infant School we embrace the ethos and beliefs of the United Nations Convention on the Rights of the Child.

This policy follows the principles of:

Article 3 -The best interests of children must be the primary concern in making decisions that may affect them.

Article 12 – Respect for the views of the child

Article 13 – Freedom of expression

Article 28 – Right to education

Learning Together: Achieving Together

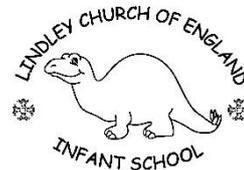


Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



INTRODUCTION

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter.

EQUAL OPPORTUNITIES

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping

PURPOSE

Sex & Relationship Education (SRE) has in the past been considered to be a 'sensitive' element of the PSHCE curriculum, but the majority of pupils and parents now expect it to be part of the curriculum and to be taught with due regard to the age and maturity of the pupils just like any other element of the PSHCE curriculum.

Academies, unlike maintained schools are not required to have a SRE policy. However, where there is a policy it should be produced with regard to statutory guidance. Under the Academies Act of 2010 all schools must provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils for the opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act laid a duty on Governing Bodies to:

- promote the well-being of pupils at the school

The SRE policy will be used by:

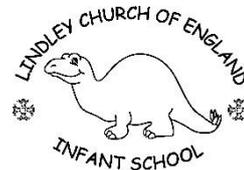
- Teachers and staff
- Parents
- Health professionals and visiting speakers
- Partner schools

AIMS

The main 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.

- 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 understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- 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 healthier safer 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
- To be prepared for changes and growth

CURRICULUM



Sex and relationship education is delivered through science, RE, PSHCE, Citizenship, literacy activities, and circle time. It is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHCE work, they develop skills to form friendships and think about relationships with others including appropriate behaviour with others. Different family groups are explored through books and stories.

Key Stage 1

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 to recognise differences and similarities between themselves and others and treat these sensitively. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHCE they reflect on family relationships, different family groups and friendship. 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 including the safe use of technology and the internet.

Teaching

The programmes will be taught through a range of teaching methods including stories, films, discussions, role play and Collective Worship depending upon the topic.

Questions

It is important that children feel able to ask questions and that their questions are valued. Pupil's questions will be answered at an age appropriate level taking into consideration the school values and ethos. If necessary teachers may have to consult SLT for appropriate answers and should not be afraid to say to the child "I value your question and will need time to think carefully about the answer." Teachers' may feel that it is more appropriate to answer certain questions individually rather than to the whole class.

SAFEGUARDING

The SRE policy should be closely aligned to the school's safeguarding policy. 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. A member of staff cannot promise confidentiality if concerns exist.

PARENTS

Parents have a legal right to withdraw their children from all or part of any SRE provided, (with the exception of the biological aspects necessary under the National Curriculum). The policy will be made available for parents through the school website. Resources used in school will be made available for parents who wish for their children to be withdrawn. For example when using the NSPCC Pants material regarding the underwear rule, parents were sent the link so they could access the same resources.

LINKS WITH OTHER POLICIES

This policy is linked with the following policies:

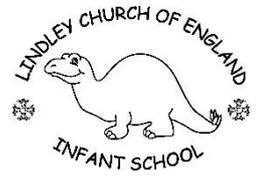
PSHCE & Citizenship

Equal Opportunities

Safeguarding

Confidentiality

Behaviour



Anti Bullying
Collective Worship

SEN

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 PSHCE co-ordinator and the SLT. The school will assess the effectiveness of the aims, content and methods through lesson observations, planning, discussions with children, teachers and parents.

EQUALITY IMPACT ASSESSMENT

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a high priority.

REVIEW AND EVALUATION

This policy will be reviewed every 3 years by the PSHCE Coordinator.

Policy to be reviewed in December 2019.

Policy agreed at the Governors' meeting on 11th January 2017