



Kent County Council Children, Families and Education Directorate

Sex and Relationships Education Policy Of DOWNS VIEW INFANT SCHOOL

Responsible people named in this policy

**PSHE Leader EYFS: Claire Smith
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Headteacher: Tracy Kent

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Chair of Governors: Felicity Moore

Reviews:

Signed:

Date agreed: April 18 to be reviewed April 2020

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Introduction

This policy outlines the purpose, nature and management of sex and relationships taught in our school. It should be read alongside the PHSE policy.

What is Sex and Relationships Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, health, social and economic education (PHSE).

At Key Stage 1 Sex Education is not taught explicitly. We aim to develop sex and relationships 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.

SRE should enhance learning through:

- 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 within stable and loving relationships for the nurture of the 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 an 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 children to understand that some touch can be unwelcome and to resist unwanted touch

Knowledge and understanding

- Encourage the acceptance of physical development by providing age appropriate vocabulary for the sexual parts of the body and encouraging positive attitudes to all bodily functions
- Generating an atmosphere where children feel safe to ask questions and raise concerns

Delivering Sex and Relationships Education

• We teach SRE through different aspects of the curriculum. Much of this teaching will take place in PSHE sessions. Other subject areas contribute significantly to children's knowledge and understanding of their own bodies, particularly Science and P.E.

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• Discussion will be encouraged to allow children to share their emotions. Sometimes this will occur as a result of particular things that have happened at school and at home. It is important to respond to these as appropriate and as and when things happen.

- The teaching of SRE will be delivered by the class teacher and the class teaching assistant.

Cross Curricular Links

We have a cross curricular approach to teaching subjects. All curriculum areas make a contribution to SRE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important contribution, such as:

- English- discussion of relationships and moral dilemmas
- R.E- discussion of family and marriage in different cultures, religion and contexts.
- History and Geography- discussion of wider social, cultural and family issues in the past, present and in different parts of the world.
- Art and music- discussion of feelings and emotions

Working with Parents

Termly curriculum information sheets are given to parents. These cover all areas of learning. Parents are welcome to come in and ask questions about any aspect of the curriculum and will be given access to more detailed plans and schemes of work on request. We believe that for children to achieve the desired objectives a positive and united relationship must continue to exist between home and school and we should encourage discussion about this area of the curriculum as we would at any home.

We:

- Inform parents/carers about the school's SRE policy and practice .
- Answer any questions that parents/carers may have about SRE in relation to their child
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for SRE in the school.
- Encourage parents/carers to be involved in reviewing the school policy through parent voice forums.

Parent/carers have the right to withdraw their children from any part of the SRE programme. Parents/carers who wish to withdraw their children from any part of SRE should discuss this with the Headteacher.

Differentiation and Additional Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated and all contributions to be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils.

Use of Language

Staff should introduce a safe, neutral vocabulary with which to communicate. They should acknowledge the words used at home and with friends but should negotiate the use of words at School that are acceptable to all concerned. The requirement of the National Curriculum in Key Stage 1 Science states that pupils should be able to name the external parts of the human body. This provides grounding for pupils to confidently use the correct words for sexual parts.

Answering Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers should 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. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHE Leaders.

Child Protection

Should issues of disclosure regarding inappropriate sexual behaviour/activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will refer to the school policy, child protection procedures and guidelines.

Dealing with Specific Topics

Female Genital Mutilation

The School takes proactive action to protect and prevent our girls being forced to undertake FGM. The Head teacher and Governors do this in the following ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
3. Comprehensive PSHE and Relationship and Sex Education delivered to our children.
4. Vigilance in respect of children and families who have originated from areas where FGM is known to be practiced.

Online Safeguarding

Teachers will refer to the school policy, teaching pupils to keep themselves safe from harm, both on and offline.

Links with the Wider Community

There are a range of people in the community who may be able to support SRE e.g. school nurses, health visitors, nurses, doctors, health related organisations, LA staff, youth workers. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. The use of any external agency must be planned to enhance the provision within school and agreed with the PSHE subject leader.

Visitors should be aware of the School's policy on visitors coming into school.

Schools should ensure that the professionals adopt a consistent approach similar to that of teaching staff and are aware of the statutory requirements and the school policy on sex education.

Equal Opportunities

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

This policy has

Other Related Policies:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Single Equality Scheme
- Online Safeguarding
- PSHE policy and programme of study

Review and Monitoring

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)
- Governors