

Lancastrian Infant School

Sex and Relationship Policy



Approved February 2019 TBR February 2022

Rationale

This school believes that a carefully formulated programme for SRE is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The school will promote an atmosphere that allows questioning where any questions raised will be answered accurately with sensitivity and related to family life, loving relationships and respect for others. We will support children in helping them to understand themselves, respect others and sustain healthy relationships. All children should feel at ease with themselves and around other people as they grow and develop.

Lancastrian Infant School believes that Sex and Relationship Education (SRE) in the school will be developmental and a foundation for further work in Junior schools.

SRE promotes lifelong learning about:

- The spiritual, moral, cultural, emotional and physical development of children at the school and in society
- Acquiring skills and attitudes which prepare them to learn about loving and stable relationships
- Respect, love and care
Sexuality and health
- Provides the opportunity for children to understand and cope with personal safety, helping them to recognise safe and unsafe situations and identify and be able to talk to someone they trust.
- Developing critical thinking as part of decision-making and exercise some basic techniques for resisting peer group pressure.
- Developing acceptable vocabulary for communication about their bodies.
- Positive attitudes and identifying and sharing their feelings with each other.
- Provide children with knowledge about the process of human reproduction.
- The school will work towards these aims in partnership with parents.

1. Aims

- To provide age appropriate health and relationships education which comply with DFE guidelines.
- To consider the needs of all pupils taking into account gender, ethnicity and SEN, including disability.
- To create a climate that encourages children to identify and express their views and feelings and to respect the views of others.
- To promote openness and security, so that children feel able to ask questions.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- Be aware that feelings and actions have an impact on others.
- To enable pupils to develop the ability to form positive relationships
- To recognise and accept the similarities and differences between themselves and others, and treat others with sensitivity.
- To learn the value of respect, love and care.
- To emphasise the role and value of family life and the importance of stable relationships for caring and sharing.

Approved February 2019 TBR February 2022

- To promote healthy loving relationships and families of different types; parents of different gender, parents of same gender, single parent families, extended families, grandparents as carers, looked after families, adopted families, foster families.
- To ensure that all family relationships are accepted and valued equally by all adults and children in the school.
- To encourage all children to value themselves and others and to develop self esteem and a positive self image.
- To help children understand their bodies and prepare children for 'growing up'
- To equip children with the appropriate personal skills needed to make sensible choices, which enable them to protect themselves and ask for help and support.
- To enable children to initiate reasoned and informed decision making, including saying 'no' to unacceptable behaviour
- To recognise safe and unsafe situations

2. Guidelines

Sex and relationships education will be taught by all staff through elements of the compulsory Science curriculum and the PSHE/Citizenship and RE curriculum, during lessons and circle time. This will be supported by the school's Working with Others programme which emphasises positive relationships.

It will be addressed in a theme based cross-curricular approach appropriate to the foundation stage and KS1, with due regard for the values of family life and supportive relationships. Work will be covered with individuals, groups or whole class as appropriate.

In delivering the programme for SRE the school will seek advice where necessary.

Children's questions will be unpredictable in their content and in the school context teachers will always attempt to give straightforward, factual answers, whilst making judgements

such as: -

- whether to answer immediately or at a later time;
- whether to answer in the whole class situation or on an individual basis;
- in what depth to frame the answer;
- whether to refer the question to parents.

Staff will be sensitive to the range of different family situations and groupings.

Wherever possible teachers will use correct biological terms. It is vital that language used is clear, agreed by all staff and is non-offensive. All such judgements must take into account the age and maturity of the child/children.

Parents are granted the right to withdraw children from all or part of SRE provided at school except for those parts included in the statutory National Curriculum 2014 for Science.

3.Content:

Children will recognise and name the main external parts of the human body, using the correct scientific vocabulary.

Children will learn that humans can produce offspring and these grow into adults.

They will be encouraged to develop their knowledge and understanding of growth from birth to adulthood and the needs of babies and young people.

Children will learn how to keep healthy through exercise, personal hygiene and safety.

Children will learn to give consideration and respect to similarities and differences between

themselves and others as they make friends and develop relationships.
Children will learn the importance of honesty and loyalty in relationships.
Children will learn about taking responsibility for their own actions and the consequences of their actions.
Children will learn how to develop skills to protect themselves by expressing feelings, saying no and knowing who to approach for help and support. This will include the understanding of appropriate and inappropriate touch. (This will link with the school's safeguarding work and the NSPCC 'Speak out, Stay safe' campaign.
(NB bold type indicates National Curriculum requirements for Science)

Sex and relationships education will be monitored and evaluated through planning, classroom observation, regular review of the relevant schemes of work and discussions with teachers and children.

If during Sex and Relationships sessions a teacher or a member of support staff become aware of an issue linked to Child Protection, procedures in the Child Protection policy will be followed.

This policy should be read alongside the school's policies for:

Working with Others

Behaviour and anti-bullying

Religious Education

Health and Safety

Equal Opportunities/Inclusion

Child Protection

All governors, staff and parents will be made aware of the contents of this policy at relevant meetings. It will also be posted on the school's website.