



Tuel Lane Infant School

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## **Sex and Relationship Education Policy**

"Learning for Life"

### **I. Introduction**

At Tuel Lane we believe that effective SRE is essential to enable children to make informed decisions about their lives. The SRE programme is integrated into the PSHE curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

Sex and relationship education has three main elements that we aim to teach:

- 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 and stable and loving relationships for the nurture of 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 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 our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

#### **Knowledge and understanding:**

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.

### **2. Aims**

Within the context of the above we aim to develop sex and relationship education 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 and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can

help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

### **3. SRE provision**

The combined PSHE and Citizenship framework is developed through four broad themes:

- Developing confidence and responsibilities and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people, developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an ongoing element of the PSHE & Citizenship curriculum. Other curriculum areas may also include opportunities for discussions.

We teach sex education through different aspects of the curriculum. Whilst the main sex education teaching is in our PSHE & Citizenship curriculum, we also teach some sex education through other subject areas e.g. Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The following parts of the National Curriculum Science Programme of Study 'Life Processes and Living Things' are delivered through those four themes:

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans and other animals.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others, and to treat others with sensitivity.

The following have also been identified as experiences that may contribute to the 'hidden curriculum' within our school life. They will form the basis of the PSHE curriculum, be shown in the way we live together as a community, and be supported by our Behaviour Policy.

#### **Human Growth and Development:-**

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

#### **Parenting, Families, Life Cycle:-**

- Know that babies have special needs.
- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and is able to talk about emotions involved.

#### **Relationships:**

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

#### **Sexuality, Sexual identity, Self esteem:**

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

#### **Child Protection and Safety:**

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.
- Develop and practise simple ways of keeping safe and know who to turn to for help.

#### **Personal and Social Skills:**

- Encourage discussion about emotions to share experiences.

### **4. Content**

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the body
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

## **5. Teaching Methods and Resources**

Active learning methods which involve children's full participation are used and SRE takes place within normal classroom provision of mixed-sex classes.

Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- establishing 'ground rules' (see below);
- role play and drama;
- class discussion;
- group discussion;
- circle time;
- reflection time.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Nursery onwards the correct names for body parts will be used -breast, penis, vagina, bottom when appropriate and according to the member of staff's discretion
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the PSHE Co-ordinator or Headteacher.
- If a question or comment raises a Child Protection concern the Headteacher should be informed so that child Protection procedures can be followed.
- Resources used in school include: SEAL; All about me; various age-appropriate reference books

## **6. Roles and Responsibilities**

Judy Shaw will:

- be a point of contact for all staff in matters relating to SRE
- keep up to date with developments in the subject by attending CPD, Local Networks, accessing books and other literature, and sharing this information with colleagues.
- share expertise and subject knowledge by leading CPD, Workshops, and Staff Meetings.
- order, monitor and develop resources, keeping them well organised and accessible.
- advise colleagues on appropriate planning, teaching methods, activities and resources.
- lead by example, working alongside colleagues, and modelling good practice.

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher monitors this policy on an annual basis and reports to Governors on the effectiveness of the policy.

## **8. Role of Parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice through, for example, newsletters, school prospectus etc;
- Answer any questions that parents may have about the sex education of their child;
- Inform parents about any particular questions their child asks that they might wish to follow up at home.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The following statement will be included in the school prospectus:

"The Governors and staff have agreed a policy on sex and relationships education which may be discussed with the Headteacher. Its main objective is to support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to their wider world. No specific sex education is given in school, but when questions arise either naturally or from topic work, they are answered simply, honestly and factually.

## **9. Working with outside agencies**

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals give us valuable support with our SRE programme. All contributors to the SRE programme are made aware of this Policy.

## **10. Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

## **11. Pastoral support for pupils**

All members of staff are approachable to discuss sex and relationship issues with the children. However, if a child makes a reference to being involved or likely to be involved in sexual activity then the member of staff will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in accordance with Child Protection procedures.

## **12. Dissemination of policy**

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and the Governors Curriculum Committee. Copies are available to visitors, for example supply teachers, support staff and parents.