



RELATIONSHIP AND SEX EDUCATION POLICY	Date: April 2021
	Signed: <i>W. Chant</i>
	Review Date: December 2025

Rationale

At Milford Infants School, we believe that effective Relationships and Sex Education is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is also a statutory requirement for us to have in place such a Policy, drawn up by the Governors.

We believe it should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education programme, supplemented by our taught Science, Religious Education and Computing Curriculum.

This rationale also underpins our planned and unplanned curriculum in this respect.

Definition

We understand Relationship and Sex Education to be lifelong learning about physical, moral and emotional development; the understanding of the importance of stable and loving relationships in family life, that demonstrate respect, love and care in order to nurture children; and the teaching of sex, sexuality and sexual health. We believe it seeks to enable young people to feel positive about themselves, to manage relationships and access support when required.

Age Appropriate Programme

Our Relationship and Sex programme is interwoven into Personal, Social and Health Education, we believe it should be tailored to the age and physical and emotional maturity of our pupils. For this reason, in our teaching, we particularly focus on friendship and the building of self-esteem, as well as those biological elements of the Science curriculum appropriate to the age of our pupils. We believe it should enable young people to make positive choices about their emotional and sexual health, both now and in the future.

Main Elements

We seek to achieve the above by having these elements to our programme, as outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020

These are:

Attitudes and values

- Learning to care about other people and being sensitive towards their needs and views;
- Learning the importance of values and individual conscience and moral considerations;
- Accepting the differences between people and learning not to exploit them;
- Understanding the value of family life and the importance of stable, loving and caring relationships for the nurture of children;
- Learning the importance and responsibilities of the family unit for all its members;
- Learning to respect oneself and others and being honest, loyal and trustworthy in relationships;
- Learning to take responsibilities for one's actions in all situations;
- Exploring, considering and understanding moral dilemmas and developing critical thinking as part of decision making.

Emotional and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.
- Knowledge and understanding of their emotional and social skills.
- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction (e.g. life cycles), emotions and relationships, as appropriate to their age.

We believe that Relationship and Sex Education will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Aims:

At Milford Infants School we aim to:

- Deliver Relationship and Sex Education through our Personal, Social, Health Education and Citizenship Policy (See PSHE Policy), supported by our Science curriculum
- Provide a balance of the above elements in our teaching

- Deal sensitively and honestly with these elements
- Model appropriate behaviour in our relationships within the school community
- Involve parents appropriately
- Listen and respond to the views of our pupils within a "safe" environment, physically and emotionally
- Enhance children's self confidence and self-esteem
- Use resources which are free from inappropriate images of any kind
- To work in partnership with other agencies, particularly health professionals
- To provide training for staff in delivering this Policy, where applicable
- To ensure that all staff involved in Relationship and Sex Education work within the framework of this Policy and that of others, particularly the Personal, Social, Health Education Policy

Moral and Values Framework

Children at our school will be taught Relationship and Sex Education within a framework which models and encourages the following values:

A respect for self and belief in one's own identity

Non-exploitation of relationships

Commitment and trust within relationships, showing tolerance, care, understanding and respect

Honesty with self and others

An exploration of the rights, duties and responsibilities involved in relationships

An acknowledgement and understanding of diversity regarding religion, culture and relationships

Self-discipline

Development of a critical awareness of themselves and others

A positive attitude towards stable relationships

Confidentiality

We believe that children have a right to expect schools to provide a safe and secure environment. To this end, all our staff are vigilant about any fears or worries that children bring into school. We are all aware that any discussion about relationships may lead to a disclosure of a child protection issue. In any such instance, we will adhere to our Child Protection Policy and follow procedures contained within it.

Children are taught to understand that some disclosures or "secrets" must be shared, with the child's best interest at heart.

The following considerations are inherent in our policy for confidentiality:

We reassure pupils that their best interests are always maintained

We encourage pupils to talk to their parents and give them support to do so

We ensure that pupils understand that not all secrets should be kept

If there is any element of child protection, we will follow agreed procedures

We use ground rules in lessons, e.g. correct naming of body parts; no-one forced to take part in a discussion against their will; no-one (adult or pupil) forced to answer a personal question; the language used is acceptable to everyone; meanings of words are explained in a sensible and factual way.

Aims into practice

Our Relationship and Sex Education is delivered through our PSHE, Religious Education and Science curriculum (See relevant Policies)

Each class teacher is responsible for delivering this, overviewed by the PSHE Co-ordinator.

Much of our PSHE is delivered through Circle Time and planned PSHE lessons, with agreed ground rules.

Because the themes for this are carefully chosen and re-visited throughout the three years spent in our school, we feel we ensure that children develop confidence in talking, listening and thinking about feelings and relationships and can protect themselves and ask for help and support

Through our planned curriculum, we aim to ensure that children are able to correctly name parts of the body and describe how their bodies work and understand that our bodies change, thus preparing them for puberty. This is in line with the age related learning outcomes recommended by Ofsted.

Maintaining and displaying supportive relationships within the school community is vital to our school ethos and this models appropriately for our pupils

All staff deal honestly with any questions asked, including those within the remit of this Policy, and use correct terminology for naming sexual body parts when this is required (e.g. penis, testicles, vulva and vagina)

We carefully vet all resources used with children, particularly with regard to inappropriate images, prejudice, and bias or stereotyping. This includes use of the Internet.

We have achieved and work hard to maintain the Healthy Schools Award Plus accreditation as endorsed by the Department of Health and the South West Public Health Observatory.

We will discuss with parents any issues relating to their child including any within the remit of this Policy

Monitoring, reporting and evaluation

At Milford Infant's school all PSHE and therefore RSE provision will be monitored by the PSHE co-ordinator. They will monitor planning, teaching and responses from the children.

Children will have the opportunity within topics to reflect upon their knowledge and learning; to express their interests and to express opinions on the content of lessons and subject content; meaning that the children's voice will be heard with respect to the PSHE curriculum.

Each class will record their PSHE/RSE work, in a variety of ways including discussions, written work, photographs, drama and hot seating. Younger children will have their ideas and comments scribed by the class teacher or teaching assistant.

The PSHE co-ordinator will monitor regularly to ensure appropriate coverage of the curriculum and to open discussions with the class teachers on the success of the lessons and to adjust planning as required.

Right of Withdrawal by Parents

We are committed to working in close partnership with parents and carers in all aspects relating to their child's welfare.

Whilst we understand that parents have a right to withdraw their child from Relationship and Sex Education, that they do not have to give a reason for so doing and that the school has to provide alternative arrangements for such a child. We also understand that pupils cannot be withdrawn from aspects of Relationship and Sex Education included in the National Curriculum. Nor can children be withdrawn from any lessons where Sex is not the main focus of that lesson. Since this does not apply to any of our age appropriate lessons in our school, we would not expect parents to exercise this right.

Equal Opportunities

Relationship and Sex Education in our school is inclusive to all pupils and is delivered in line with our Equal Opportunities Policy, within an atmosphere of mutual respect.

Sexual Offences Act 2003

We understand that this Act became law in May 2004 and is designed to protect young people from abuse or exploitation. Whilst we acknowledge that it is principally designed to protect young people between the ages of 16 and 17 years of age, we understand it also outlines the law relating to the abuse of all children under the age of 18 by those in a position of trust. All adults working with our pupils are aware that any such abuse or exploitation is against the law and will be dealt with following guidance from the LEA and Police.

Policy Monitoring and Evaluation

This Policy will be reviewed and evaluated on a regular basis, in line with our other Policies and will be monitored on an on-going basis.

Other Policies

This Policy should be viewed alongside other Policies in the school, but especially our Personal, Social, Health and Citizenship, Special Educational Needs, Child Protection, Equal Opportunities, Religious Education and Science Policies.