

# Badshot Lea Village Infant School

## Sex and Relationship Education Policy Statement

### Introduction

This policy statement for Sex and Relationship Education (SRE) pays due regard to the Early Years Foundation Stage Curriculum and the National Curriculum. It is planned and delivered in line with the PSHE, Science and RE schemes of work. It is developed in line with guidance from the National Healthy School Programme (NHSP) and the Department for Education (DfE). It is set within the context of our PSHE and Citizenship, Science, RE, Anti-Bullying, Drug and Alcohol Education, Safeguarding (Child Protection), Health and Safety and Community Cohesion Policy Statements. The theme of Every Child Matters (be healthy / stay safe / enjoy and achieve / make a positive contribution / achieve economic well being) is at the heart of everything we do at Badshot Lea Village Infant School.

### Defining Sex and Relationship Education

*'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.'*

DCSF guidance: "Sex and Relationships Education Guidance" July 2000

### Rationale

At infant (EYFS and KS1) level, SRE is the continuation of lifelong learning about physical, moral and emotional development. Effective SRE is crucial to developing and maintaining emotional and physical health. It begins informally in the home with parents and carers long before any formal education takes place at school. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and is part of the Early Years Foundation Stage Curriculum and the National Curriculum. It has three main elements: *Attitudes and Values; Personal and Social Skills; Knowledge and Understanding.*

#### *Attitudes and Values:*

- moral considerations and conscience;
- valuing family life, commitment, stable and loving relationships;
- respecting and caring for each other;
- the ability to explore and understand moral dilemmas.

#### *Personal and Social Skills:*

- learning to manage emotions confidently and sensitively;
- developing self-respect and empathy for others;
- making choices, without prejudice;
- appreciating the consequences of your choices;
- managing conflict;
- learning to recognise and avoid exploitation and abuse.

### Knowledge and Understanding:

- encouraging acceptance of physical 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 matters can take place without embarrassment;
- counteracting misleading assumptions of 'normal behaviour';
- to be aware of sources of adult help and support.

### Aims

We aim to make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. This will enable young people to make responsible and informed decisions about their health and well-being.

We aim to deliver *informal* SRE by modelling, achieving and maintaining good relationships with staff, pupils, parents and the wider community.

We aim to provide inclusive and equal opportunities for all our pupils to access SRE learning.

### Objectives

We are committed to achieving these aims by teaching the following objectives to our pupils:

- Learning to recognise similarities and differences between themselves and others.
- Identifying and sharing their feelings with each other.
- Recognising safe and unsafe situations and identifying and being able to talk to someone they trust.

### Planning, Continuity and Progression

SRE is not planned or delivered in isolation but firmly embedded in all curriculum areas, mainly PSHE, Science and RE. It is normally delivered by each class teacher, and our Higher Level Teaching Assistant (HLTA) during class learning time, together with Mrs Weir and Reverend Carol through assemblies. We obtain resources through the SEAL materials, library books and other teaching publications. Supplementary teaching includes visits from local emergency services, and our annual participation in CAMHS week. Teaching is delivered in each of the year groups, and teachers use the EYFS Profile and other formal and informal assessments to ensure appropriate progression.

### Assessment, Record Keeping and Reporting

Assessment will be an effective, integral part of the teaching and learning process in order to improve the quality of education we offer, provide information on pupil progress and raise standards. Formative assessments are undertaken, however no summative assessments are made in SRE at this time. Due to the nature of the subject, we feel it too subjective and inappropriate to give grades or levels. There are currently no Government or LA guidelines for levelling pupils in SRE. However, class teachers evaluate their lessons to inform their future planning, ensuring all learning objectives are covered and learning outcomes are achieved.

## Confidentiality, Safeguarding and Sex and Relationship Education Issues

Both formal and informal SRE arising from pupils' questions will be answered sensitively according to the age and maturity of the pupils concerned. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area, and refer to the Child Protection Liaison Officer if they are concerned. As a general rule, the member of staff concerned will maintain a pupil's confidentiality. However, if a member of staff believes that a pupil is at risk or in danger, they will inform the pupil's class teacher and named Child Protection Liaison Officer together with the Home School Link Worker if appropriate. Procedures and actions are clearly laid down in our Safeguarding (Child Protection) Policy Statement. All staff are familiar with this policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why.

We believe that SRE should meet the needs of *all* pupils, regardless of their level of knowledge and understanding. Staff should honestly and sensitively answer appropriate questions and offer support if necessary.

Any form of bullying arising from SRE will be dealt with strongly yet sensitively, and in line with our Anti-Bullying Policy Statement.

## Special Educational Needs

We aim to provide inclusive opportunities for all pupils. Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriately challenging work at each key stage, in line with the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum. We believe that SRE should meet the needs of all our pupils.

## Partnership with Parents and Carers

We view parental involvement as a significant contribution to learning. The development of this policy has been in consultation with staff, Governors, parents and carers. We will endeavour to provide relevant opportunities for parents and carers to learn more about and understand the relevance of SRE at both EYFS and KS1 level at Badshot Lea. Our policy is to use curriculum content from the Early Years Foundation Stage Curriculum and the National Curriculum, as laid down by legislation. If we were to use additional curriculum content beyond that set out in the Early Years Foundation Stage Curriculum and the National Curriculum parents would have the right to withdraw their child from those lessons should they wish to do so.

## Monitoring, Evaluation and Responsibilities

Mrs Strachan [Curriculum Leader for PSHE] will monitor this area of learning, alongside members of the Healthy School Group. Members of the Children and Learning Committee will support the review process as appropriate. We aim to evaluate SRE through staff meetings, professional training and keeping up-to-date with courses and Government and Healthy School Award guidelines. The Governing Body will annually review this policy.

*Written by: Anne Strachan*

*Date: Autumn Term 2010*

*Last reviewed: Summer Term 2010*

*Next review: Autumn Term 2011*

*Agreed by the Governing Body*

*Signed:*

*Date:*

*On behalf of the Governing Body*