

# GRINDON INFANT SCHOOL



## **Sex and Relationship Education Policy**

## **Grindon Infant School**

### **Sex and Relationship Education Policy**

#### **Rationale**

From September 2020 Relationship Education will be compulsory for all children of primary school age. At Grindon Infant school we teach this with regard to guidance issued by the Secretary of State as outlined in Education Act 1996. In order to be effective, we believe that this should be taught within a broader PSHE curriculum and closely linked to our Kidsafe programme. Relationship Education enhances and is enhanced by learning related to other topics such as anti-bullying, keeping safe on and off line, keeping physically and mentally healthy. Relationship Education is also closely linked to the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision-making. Sex Education is not compulsory to be taught at primary school age. At Grindon Infant school we do not teach Sex Education.

#### **The Aims of the Policy**

- To ensure that the school sex education programme meets the needs of all young people in the school and is developmentally appropriate.
- To emphasise that Relationship Education is placed within the context of the school's PSHE and SMSC programme.
- To make information accessible to parents about the programme so that they are aware of what will take place and will be aware of opportunities for involvement and consultation.
- To provide guidance for all staff (teaching and non-teaching) and outside visitors.
- To indicate how the school's approach to Sex and Relationship Education relates to other school policies, such as equal opportunities and child protection policies.

#### **Policy Development**

This policy has been developed with consultation with senior leadership, staff and governors. The consultation and development process involved the following steps:

- 1 Review – The PSHE Subject Leader pulled together all relevant information including relevant national and local guidance and shared this with senior leadership team.
- 2 Staff Consultation – The school staff were given the opportunity to look at the policy and make recommendations.
- 3 Ratification - The policy was shared with and reviewed by governors and approved by the full governing body.

#### **Definition**

Relationship Education is part of life long learning about the emotional, social and physical aspects of growing up. Relationship Education, within PSHE, aims to give children and young people the essential skills for building positive, enjoyable, respectful, non-exploitive relationships and the skills to stay safe both on and off line.

## **Guidelines**

- Relationship Education will take place within the context of the school's PSHE programme of study.
- The programme will be taught so that there is continuity and progression through the school. The programme is designed to be sensitive to the needs of all children and developmentally appropriate to each year group.
- Kidsafe is delivered to all children in Reception and Key Stage 1. This programme aims to protect, educate and empower children. With the help of a puppet mascot called KS, sessions are uniquely designed to help children to take an active role in protecting themselves from all forms of abuse.
- Some aspects of the sex education programme will be taught as part of the Key Stage 1 Science National Curriculum:
  - Be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
  - Be able to notice that animals, including humans, have offspring which grow into adults
- As well as providing the children with the appropriate knowledge of Relationship Education, we will develop the children's social skills and provide them with opportunities to explore their developing attitudes and values.
- Teachers will sometimes need to discuss aspects of a sexual nature within certain topics – not necessarily as part of a sex education programme. In such cases they must balance the need of the subject with the need to respect pupils and parents sensitivities. (This also applies where parents have specifically requested that their child is withdrawn from sex education.)
- Teachers will endeavour to answer pupils' questions honestly and in ways that are appropriate to the individual pupil's developmental needs, and if the question arises in a classroom context in such a way that takes the context into account.
- It may be necessary to answer questions individually if the teacher judges the nature of the question to be too sensitive to the majority of the group or beyond the majority's developmental and emotional understanding at that time.

## **Roles and Responsibilities**

The governing body will approve the Sex and Relationship Policy and hold the headteacher to account for its implementation. The headteacher and PSHE subject lead are responsible for ensuring that Relationship Education is taught consistently across school. The headteacher is responsible for managing requests to withdraw pupils from aspects of Sex and Relationship Education.

### **Staff**

Staff are responsible for:

- Delivering Relationship Education in a sensitive way.
- Modelling positive attitudes towards Relationship Education.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish for them to be withdrawn from the non-statutory aspects.

Staff do not have the right to opt out of teaching Relationship Education. Staff who have

concerns about teaching this area of the curriculum are encouraged to discuss this with the headteacher.

### **Pupils**

Pupils are expected to engage fully in Relationship Education and treat others with respect and sensitivity.

As far as appropriate, pupils with special educational needs should follow the same Sex and Relationship Education programme. Careful consideration is given to the level of differentiation needed and in some cases the content or delivery will have to be adapted.

### **Parents**

School are aware that the primary role in children's Relationships and Sex Education lies with the parents and carers. We wish to build a positive and supportive relationship with the parents and carers of Grindon Infant School through mutual understanding, trust and co-operation. In order to promote this we:

- Make this policy available on the school website.
- Answer any questions that parents or carers might have about the Relationship and Sex education of their child.
- Take seriously any issues that parents raise with teachers, senior leadership and governors about this policy of the arrangements for Relationship and Sex Education in the school.
- Invite parents to a Kidsafe workshop each year where we outline the aims of the Kidsafe sessions.

As of September 2020 Relationships Education is compulsory within primary schools. However, parents do have the right to withdraw their child from Sex Education within Relationship and Sex Education, excluding any objectives outlined as part of Science in the National Curriculum. The parental right of withdrawal extends to all pupils. Once a request that a child be excused has been made in writing, that request must be complied with until the parent changes or revokes it. We may invite parents voluntarily to indicate their reasons for withdrawal so that any misunderstandings about the nature of the Sex Education provided by the school can be resolved. We will wherever possible to offer appropriate materials to parents who have withdrawn their children so that they may use them with their child at home.

### **Monitoring**

The PSHE Subject Lead will monitor the teaching of Relationship Education through looking at planning, books, lesson observations and learning walks.

## PSHE Curriculum Outline

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Support children in making friends.  Support to follow routine and boundaries in the Nursery setting.  Benji Bear to Key groups.		Given responsibility of small tasks Opportunities to talk to others about home and community.  Support confidence in asking adults for help.  Continue Benji Bear	Feelings work-Talking about feeling happy and sad  Caring for others and animals.	Feelings work-Talking about feeling angry and ways to deal with this.	Feelings work-Talking about feeling worried and excited.  Transition to Reception for some children.
<b>Reception</b>	Dansi-Self Esteem.  Support children in making friends.	Dansi-Self Esteem. Bonfire night safety.	Dansi-Decision Making.  Feelings work-How do I feel in particular situations?	Dansi-Decision Making.  Choices-What did Lanky Len and Hugh do that was wrong?	Dansi-Medicines and Drugs  Looking at Kenya-Respecting other cultures.  <b>Kidsafe</b>	Dansi-Changes.  Transition to year 1. Discuss how they could help next year's Reception class.
<b>Year 1</b>	TEAM	Britain	Be Yourself  <b>Kidsafe</b>	It's My Body	Money Matters	Aiming High
<b>Year 2</b>	Think Positive	Respecting Rights	VIPs	One World  <b>Kidsafe</b>	Growing Up	Safety First

## Sex and Relationships Policy

<b>Author's Name</b>	Grindon Infant School
<b>Review Date</b>	September 2023

<b>Date Ratified by Governing Body</b>	September 2022
--	----------------

### ***SIGNATURES:***

<b>Head Teacher</b>	
<b>Chair of Governors</b>	

