

Market Drayton Infant School
and Nursery

Relationship and Sex Education Policy

Reviewed Dec 2015

1. Policy Statement

- 1.1 All staff, parents, governors and everyone involved in the school are made aware of what it is we are trying to achieve. Our whole school Visions and Values of Respect, Independence, Communication and Enjoyment are apparent throughout the whole of the Relationships and Sex Education Programme which we ensure is delivered in safe, emotional learning environment.
- 1.2 RSE is integrated into our PSHE curriculum and is delivered through carefully planned and structured approaches. (See Appendix 1). We believe that our teaching of RSE must offer all pupils equal opportunities and a sensitive and safe environment to ask questions and discuss thoughts. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social and emotional development of the child and the general life of the school.
- 1.3 This policy has been written to work with the latest Respect Yourself Guidance produced by Shropshire Council to promote the importance of Relationships and Sex Education.
- 1.4 We have based our school's sex education policy on the DfEE guidance (ref DfEE 0116/2000) and the 2014 supplementary guidance. We refer to RSE (Relationship and Sex Education) and we place the emphasis on relationships and supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. This links to our whole school ethos of respecting ourselves.

2. Definition

- 2.1 Ofsted 2002 recommendations have informed our policy and practice, in particular: 'A caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs'.
- 2.2 In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. All classes use the same approach including establishing ground rules and use of a question box to ensure that children are confident and feel safe to contribute and share their ideas. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.
- 2.3 Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies.

3. Equal Opportunities

- 3.1 At Market Drayton Infants School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

4. Child Protection

- 4.1 The Child Protection procedures as laid down by Shropshire County Council will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.
- 4.2 Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

5. The Social, Ethnic and Religious Mix of the School

- 5.1 We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

6. Disability

- 6.1 If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

7. Whole School approach

- 7.1 It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance.
- 7.2 Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.
- 7.3 School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

- 7.4 Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.
- The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

8 Organisation

- 8.1 The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible other members of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.
- 8.2 We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment.
- 8.3 We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.
- 8.4 In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science.

9 Aims

- 9.1 RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.
- 9.2 To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.
- 9.3 In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.
- 9.4 We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

Our Scheme of work aims to:

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things
- To develop skills in personal relationships, e.g. communication, assertiveness, decision-making
- To build and develop the self-esteem of all young people
- To promote equal opportunities for all
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes
- To counteract misleading folklore, myth, playground rumours and false assumptions
- Develop the confidence to seek help, support and advice.

10 Home-school Partnership

- 10.1 Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.
- 10.2 We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements. It's hoped that the school curriculum and ethos of the school complements and enhances home teaching & values, giving regard to the value of family life & loving, stable relationships.
- 10.3 We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.
- 10.4 Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.
- 10.5 Parents should make it clear which aspect of the programme they do not wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

11 Role of Head Teacher

It is the responsibility of the head to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

12 Other Relevant Policies

- PSHE
- Behaviour
- Anti-bullying
- Safeguarding/Child Protection