

Moss Hall Infant School Sex and Relationships Policy

Summer 2017



Policy Review

This policy will be reviewed in full by the Governing Body (Curriculum and Pupil Welfare) triennially.

The policy was last reviewed and agreed by the Governing Body in Summer 2017.

It is due for review in Summer 2020.

MOSS HALL INFANT SCHOOL

Sex & Relationship Education Policy

Policy Statement

Moss Hall Infant School is a community co-educational school for pupils of 4-7 years old. Our children come from widely different social and family backgrounds. There is a wide social and ethnic mix and many varied family backgrounds. We have a relatively high proportion of children with Additional Educational Needs. Sex & Relationship Education (SRE) at Moss Hall Infant school will conform with the requirements of DFES Guidance 2000. The school works towards the aims of this policy in partnership with parents and carers and our sex & relationship education programme reflects the school ethos.

Aims

- To promote the spiritual, moral, cultural, emotional and physical development of all pupils
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote and encourage respect for self and others
- To demonstrate and promote responsibility for one's own actions
- To promote a responsibility towards one's family, friends, school and wider community
- To develop confidence in talking, listening and thinking about feelings and relationships

Equal opportunities

Our Sex & Relationship education programme will foster a sense of responsibility, encourage the development of a positive self-image and reassure pupils of their value and self-worth. Moss Hall Infant School is committed to working towards equality of opportunity in all aspects of school life and to reassuring pupils they are valuable and worthy individuals. We encourage children to respect and appreciate the value of different cultures. We recognize cultural differences and will apply our Sex & Relationship education programme with sensitivity.

Additional Educational Needs

Children with additional educational needs will not be withdrawn from SRE, but will be given help at an age appropriate level, to develop skills to reduce the risk of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. Work may be planned in different ways to meet the individual needs of children with special educational needs.

IMPLEMENTATION

SRE will be addressed as an integral part of the learning process. Our SRE programme is cross curricular and is mainly taught through the PSHE/PSMSC and citizenship framework, although different aspects are dealt within different curriculum areas.

It is our responsibility as adults in school to:

- Provide sensible, honest and straightforward answers to questions raised by pupils to help pupils to develop as emotionally mature human beings
- Provide information which is easy to understand and appropriate to the age and maturity of the pupils
- Encourage the development of communication and social skills
- Encourage the development of positive values and attitudes

SRE will be taught in the context of positive relationships. Topics and themes are repeated during the Infant School, with consideration for the child's development.

Issues are addressed as they arise by the class teacher.

Some issues will be addressed through:

- Growth and development in science
- Assembly themes
- The use of story time
- Visits from the school nurse, Police liaison officers, parents and carers, grandparents

Topics covered in Sex & Relationship Education

- People in my life – how they look after me and what I do for them
- Developing positive relationships with community members eg fire fighters, police officers
- Understanding moods and feelings – what makes us happy, sad etc.
- Friendships – playing cooperatively, caring for each other, how behaviour affects us
- Expressing opinions about our likes and dislikes
- Loss and mourning
- Ways of keeping safe from danger – saying 'no', road safety
- My body and other people's bodies – similarities and differences
- Looking after living things
- Animals and plants in the local environment and caring for them
- Life processes and features of living things
- Ageing – how we know things are alive, dead, young, old
- Dealing with changes as we grow
- Different types of families
- What I like or do not like about other people
- Contributing to school life
- Caring for myself – hygiene, sleep, exercise, making healthy choices
- Different body parts, necessities for life, senses and offspring
- Inside my body – the names and functions of different parts of the body

Child Protection & Safeguarding

The school has a Safeguarding and Child Protection Policy and clear procedures for its implementation. Any concerns must be referred to the designated person – Joann Moore, and/or the Head Teacher or the Deputy Head Teacher.

Confidentiality

Those members of staff concerned should maintain confidentiality and issues should not be discussed with other staff or adults unless the need arises, for the child's safety and security. Staff should not offer or guarantee pupils unconditional confidentiality and must follow school procedures for reporting their concerns in the event that a child makes a disclosure to them.

Withdrawal

Parents and carers have the right to withdraw their child from some or all sex and relationship education lessons, but not from statutory science lessons. This rarely happens at Moss Hall Infant School and we

encourage parents to contact the school if they wish to discuss the content of our sex education curriculum further.

Management Arrangements

Monitoring and Evaluation

The Head Teacher is responsible for monitoring this policy.

The PSHE/PSMSC Subject Leader will monitor and evaluate SRE through discussions with colleagues, scrutinising work, lesson observations and discussions with pupils. Through the above, areas of weakness in the schemes of work will be highlighted and addressed.

Related policies:

Health & Safety

PSHE

Science

Drugs

Safeguarding & Child Protection