



Fairway Infant School Sex and Relationship Education Policy July 2018

Adopted by the Full Governors 9th July 2018

Review date July 2021

1. Introduction

At Fairway, in Key Stage 1, the teaching of sex and relationship education is delivered within the context of PSHE, RE and the Science curriculum, in Early Years Foundation Stage it is taught through PSED and Understanding the World

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

As part of sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children. Care is taken that no child is stigmatised because of his or her home circumstances.

2. What is sex and relationship education?

It is lifelong learning about physical, moral and emotional development. Sex and relationship education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem and an understanding about friendship and bullying. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

Sex and Relationship Education should ensure that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- can protect themselves and ask for help and support

In Early Years Foundation Stage children will be provided with experiences and support which will help them to develop:

- a positive sense of themselves and others
- respect for others
- their social skills
- a positive disposition to learn
- the knowledge, skills and understanding that help them make sense of the world

In Key Stage One the children should:

- Learn that animals including humans, move, feed, grow, use their senses and reproduce
- Recognise and compare the main external parts of the bodies of humans

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- Know that humans and animals can produce offspring and these grow into adults
- Recognise similarities and differences between themselves and others and treat others with sensitivity

3. Aims

The children have opportunities within the planned curriculum to:

- learn the importance of values and individual conscience and moral considerations;
- learn the value of family life, relationships;
- learn the value of respect, love and care;
- explore, consider and understand moral dilemmas;
- develop critical thinking as part of decision-making;
- develop personal and social skills;
- learn to manage emotions and relationships confidently and sensitively;
- recognise and avoid exploitation and abuse;
- develop self-respect and empathy for others;
- develop sensitivity towards the needs of others discuss matters of personal hygiene and related health issues;
- develop good relationships and respect differences between people;
- learn to make choices based on an understanding of difference and with an absence of prejudice or discrimination;
- develop an appreciation of the consequences of choices made;
- manage conflict; and
- learn and understand physical development at appropriate stages.

4. Governors Role

The Governing Body will

- monitor and evaluate this policy regularly;
- gather the views of teachers and pupils (as appropriate to their age);
- ensure the legal framework is followed; and
- implement the sex and relationship education policy through the head teacher.

5. Dealing with Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The governors expect teachers to use their professional judgment and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Children

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with special educational needs will be properly included in sex and relationship education to meet their individual needs.

If parents wish to withdraw a child from sex and relationship education they should discuss their concerns with the headteacher.

*There may be rare occasions when a member of staff is concerned by a child who is sexually knowledgeable or inappropriately aware. This may need to be viewed as a child protection issue and the school **Child Protection Policy** must be followed. The teacher must approach the designated member of staff and record the incident.*

6. Procedures for Reviewing the Effectiveness of the Programme

Topics are reviewed weekly through short-term plans and each term through medium-term plans. Staff and Governors review the Sex and Relationship Education Policy every three years. Parents are invited to comment on the policy.

7. Links with other Documents:

- PSHE policy
- Science policy
- Child Protection Policy
- Equal Opportunities Policy
- Behaviour Policy
- Healthy Schools Standards
- School Prospectus

Adopted by the Curriculum Committee on 9th July 2018

Date

Signed
(Chair of Governors)

Name