



Telford Infant School

LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

Relationships and Sex Education Policy

Manager:	Headteacher
Date of latest update:	September 2018
Date of next review:	September 2020

*This Policy is available for Staff and Governors on the Learning Platform.
It is also available for parents on the school website and on request from the school office.*

This policy has been developed from a draft local authority policy based on the following documents:

- Sex and Relationship Education Guidance (DfE 2000)
- Quality standards for Sex and Relationships Education (Warwickshire LA 2002)
- Sex and relationships Education for Primary Age Children (Sex Education Forum fact Sheet 2002)

Introduction

Effective relationships and sex education is key in supporting young people through their physical, emotional and moral development, enabling them to make informed choices confidently and furthering their respect for themselves and others as they move through life.

This policy sets out the aims and delivery of the Relationships and Sex Education curriculum at Telford Infant Infant School and is set within the context of our school vision and values.

At Telford Infant Infant School we believe that effective relationships and sex education (RSE) is essential to enable children to make informed decisions about their lives. The RSE programme is integrated into the PSHE curriculum within the school. RSE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of relationships and the school does not promote any one form of relationship and ensures that there is no stigmatisation of children based on their home circumstances.

Aims, objectives and desired outcomes

The RSE curriculum is embedded within the PSHE curriculum delivered across the school and reinforced through the Taking Care Protective Behaviours Programme. It is also covered in the Science curriculum.

Our aims, objectives and desired outcomes are to:

- Enable children to respect themselves, others and their own and others' bodies.
- Develop trust, openness and open-mindedness in children and enable them to challenge stereotypes.
- Develop skills that will enable children to participate in the community and social groups
- Encourage children to take responsibility for themselves, their personal safety and the safety of others.
- Enable children to make informed choices.
- Ensure that children have the vocabulary to talk about their feelings, emotions and their bodies so they can stay safe.
- Ensure that children feel comfortable talking about and asking questions about their bodies, feelings and emotions in the knowledge they will be respected.
- Enable children to have respect for their own and others' culture, beliefs, abilities, gender and race.
- Develop knowledge and understanding of their own bodies and how they change.

Staffing and staff development

Teachers are provided with training as required to support their delivery of PSHE/RSE and extend their confidence in doing so. This may be for whole school (for example Protective Behaviours training – latest whole school training September 2018 led by Ann Seal, Warwickshire Safeguarding Children Board). Individual training needs are identified through the Performance Management system. The personal attitudes and beliefs of teachers will not influence their delivery of RSE within the PSHE framework. Staff who attend training are given time to disseminate key messages to all staff at weekly CPD or INSET sessions.

Teaching strategies promoted by the school

Ground Rules:

Teachers develop a set of ground rules to create a safe environment in which no one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

Examples of ground rules include:

- No one will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used (as defined in the Protective Behaviours/Taking Care programme).
- Meanings of words will be explained in a sensible and factual way.

Distancing Techniques:

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines which the school encourages:

- If a question is too personal then the teacher will remind the pupil of the ground rules. If the pupil needs further support the teacher can discuss this with parents and if necessary refer him or her to the most appropriate person such as a school counsellor, school nurse, outside agency or service.

- If a teacher doesn't know the answer to a question the teacher will acknowledge this and suggest that the pupil or teacher or both together research the question as appropriate.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse the teacher will acknowledge it and attend to it later on an individual basis.
To maintain trust and respect the teacher must talk with the pupil later and if concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.
- All staff will ensure they always use the correct terminology when talking about body parts as laid out in the Protective Behaviours/Taking Care programme.

How the school will respond the sensitive issues

See also 'Confidentiality and handling disclosures' below.

Staff, governors and parents recognize that the following aspects may be sensitive and controversial in our school and for our children and the community. We are aware that children may ask questions about them as a result of exposure to adult conversations, through TV programmes or the media:

- Details of reproduction
- Abuse
- Homosexuality
- Inappropriate touching
- HIV/AIDS
- Periods
- Abortion (including miscarriage)
- Domestic Violence

Staff will deal with children's questions honestly but with an awareness of potential family sensitivities. Staff will work with parents/carers to answer questions or to inform about any discussion that might have taken place. Staff will always seek to clarify exactly what children are asking and find out what they already know before giving an answer.

If a child asks a question or talks about issues that give the adult concern for the child's safety (ie a Child Protection issue) the child will not be promised confidentiality. See Child Protection Policy.

How RSE will be delivered and what will be included

The curriculum will be structured in its content and delivery to meet the needs of the children in each year group to ensure age appropriateness, continuity and progression. A variety of teaching methods are used such as circle time, draw and write, small group work or whole class discussion.

Teaching staff will follow the PSHE Long term planning and Protective Behaviours/Taking Care Programme.

The Warwickshire Safeguarding Children Board recommends the 'Taking Care Project' as a way of teaching children the skills of empowerment in different situations with an aim of keeping

them safe and making good choices about relationships. It is available to all schools across the county and is built upon in our partner Junior School.

All staff were trained together in September 2018 (including teachers, teaching assistants and office staff) and any new staff will receive training as appropriate.

The programmes teaches children about the following:

- Rights and responsibilities
- Feelings and emotions
- Safe feelings
- Physical signs associated with feeling unsafe
- Building networks of adults who can help
- Importance of telling and persistence

In Reception children will develop skills through Personal, Social and Emotional Development as well as through the Taking Care Programme in the following three areas:

- Self confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

In Science KS1 children will be taught in line with the requirements of the 2014 National Curriculum:

- 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.
- That humans and animals can produce offspring and these grow into adults.

Children's learning is assessed through observation, discussions and drawings/written work as appropriate.

Resources will be selected by the PSHE Leader in consultation with the Headteacher to ensure that positive images are presented of all groups of people and will be checked for stereotyping or bias.

Partnerships

We understand the role that parents can play in RSE and wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation, in order to support this. The school liaises with parents to inform them of the content of the PSHE/RSE/Science curriculum – through termly topic webs throughout the year and Protective Behaviours/Taking Care letters in the second half of the Autumn term. This policy is available for parents on the school website.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the class teacher in the first instance who will provide further details of the curriculum content and approach. If, after explanation of the RSE programme, the parent still wishes to withdraw their child, the parent should be referred to the Headteacher – the school will comply with the wishes of parents in this regard.

All members of staff are approachable to discuss relationships and sex issues with the children. However, if a child makes a reference to being involved, or likely to be involved in sexual activity then the member of staff will take the matter seriously and deal with it as a matter of child

protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency.

The Full Governing Body is responsible for approving our Relationships and Sex Policy and for ensuring it is reviewed every two years.

Equality of opportunity

All pupils regardless of their developing sexuality are entitled to a PSHE/RSE curriculum which is relevant to their age group and which is sensitive to their needs. Teachers should be aware that for some children the RSE they receive in school will be the main, and sometimes only, source of sex education.

Special educational needs and disabilities

The school will ensure that pupils with special educational needs and disabilities (SEND) receive Relationship and Sex Education.

Relationship and sex education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents and carers of children with SEND may find it difficult to accept their child's developing sexuality. Some pupils will be more confused about what is acceptable public behavior. These children will be given more help learn which behaviours are, and are not, acceptable.

Teachers may need to be more explicit and plan learning differently in order to meet the needs of some children.

The school will take care not to marginalize SRE. Pupils with SEND will not be withdrawn from PSHE/RSE education for intervention work.

Confidentiality and handling disclosures

Teachers, pupils and parents should be aware of the boundaries regarding confidentiality within the curriculum.

Teachers cannot offer or guarantee absolute confidentiality. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable in order for the teacher to fulfil their professional responsibilities. Only in the most exceptional circumstances will information be handled without parental knowledge. See Child Protection Policy for further details.

Management and coordination of RSE

Our school's RSE programme is coordinated as part of PSHE by the school PSHE Leader. She/he is supported by her/his curriculum team Leader who is a member of the Senior Leadership Team and the Headteacher as appropriate.