



Hyde Park Infant School

Sex and Relationship Education Policy

The Sex and Relationship Education programme supports the PSHE & Citizenship programme within Foundation and KS1 by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships.
- are able to name parts of the body and how their bodies work.
- can protect themselves and ask for help and support.
- are prepared for changes in their body as they grow.

Effective Sex and Relationship Education enables children to:

- feel positive about themselves.
- build self-esteem and personal values.
- identify and share feelings with others.
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust.

The Sex and Relationship Education programme will, in the main, be delivered through a cross-curricular approach, mainly through the PSHE & Citizenship curriculum, supported by the Social, Emotional, Behaviour Skills (SEBS) package. The Behaviour and Discipline Policy (including Bullying) also supports this curricular area. We recognise the value of inclusive, well-structured playtimes, which can foster independence and self-esteem, and offer a balance between risk and the need to be safe from harm. Play encourages children's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn. Themes not taught in other curricular areas will be taught as discrete sessions over the course of the academic year, or covered as an assembly theme where appropriate. All staff will adhere to the values promoted in 'Sex and Relationships' (Ofsted 2002) and outlined below, and with due regard to moral and legal considerations.

Values Framework

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour

- to recognise and accept the differences of others

By the end of Key Stage One

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans **(Science and PE)**
- recognise similarities and differences between themselves and others and treat others with sensitivity **(Science, PSHE & Citizenship)**
- identify and share feelings with others **(PSHE & Citizenship, RE)**
- recognise safe and unsafe situations **(PSHE & Citizenship)**
- identify and be able to talk with someone they trust **(PSHE & Citizenship, visit from community police officer)**
- be aware that their feelings and actions have an impact on others **(PSHE & Citizenship)**
- make a friend, talk with them and share feelings **(PSHE & Citizenship, RE)**
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk **(PSHE & Citizenship, visit from community police officer)**

Pupils will know and understand:

- that animals, including humans, grow and reproduce **(Science)**
- that humans and animals can produce offspring and these grow into adults **(Science)**
- basic rules for keeping themselves safe and healthy **(Science, PSHE & Citizenship, Healthy Schools Initiative, PE, visit from community police officer)**
- about safe places to play and safe people to be with **(PSHE & Citizenship, visit from community police officer)**
- the needs of babies and young people **(Science)**
- ways in which they are like and different from others **(Science, PSHE & Citizenship)**
- that they have control over their actions and bodies **(PE, PSHE & Citizenship)**
- the names of the main external parts of the body including agreed names for the sexual parts [see appendix 1] **(Science, PSHE & Citizenship, PE)**
- why families are special for caring and sharing **(PSHE & Citizenship)**

Pupils will have considered

- why families are special **(PSHE & Citizenship)**
- the similarities and differences between people **(Science, PSHE & Citizenship)**
- how their feelings and actions have an impact on other people **(PSHE & Citizenship)**

Monitoring and Evaluation

Assessment of learning and evaluation of teaching is key to developing effective sex and relationships education. Monitoring of this area will be embraced by the whole school assessment system, medium term planning, and the termly review of this planning. An assessment checklist is included in appendix 2 for the class teacher to use as a monitoring and evaluation tool.

The governing body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The school can also draw on the support of a wide range of individuals and agencies when planning and teaching SRE. Nurses, general practitioners, health promotion units, LEA staff, theatre-in-education teams and the BST can give the pupils access to a wealth of experience and expertise, new resources and different approaches to learning.

Parental Partnership

As with all aspects of school life we seek to work in partnership with parents. This is essential to effective sex and relationship education. Research shows that children want to receive their initial sex and relationship education from their parents and families, with school and other adults becoming involved later. However many parents find it difficult to talk to their children about sex and relationships, therefore, as staff are acting in loco parentis, issues need to be addressed in school. Parents need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education. This is assured by teachers working within the values framework.

Parents are key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping their children to cope with emotional and physical aspects of growing up

Parents need support in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships
- answering questions about growing up, having babies, sexuality, sex, relationships and sexual health

Parents or guardians have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under the National Curriculum Science Curriculum.

Following attendance at a Sex Education Matters course in May 2005 and a consultation process, this policy was written by Mrs Hill (Headteacher) and Mrs Razey (SENCO)

This policy was agreed by staff on June 7th 2005 and ratified by Governors Summer term 2005, and will be reviewed annually.

Appendix 1

Appropriate naming of body parts.

In the normal course of day to day teaching it will not normally be necessary to name intimate body parts.

The occasion may arise if a child is injured or feels unwell. In this case the correct anatomical name will be used for the intimate part or the child may merely point.

During the course of a lesson the case may arise that a child may ask a question referring to intimate body parts. If this occasion arises the question should be dealt with as factually as possible using correct anatomical names if the teacher deems this appropriate.