



Pashley Down Infant School

Learning at Pashley is an amazing adventure

Sex and Relationship Education Policy

Reviewed/Adopted: July 2021

Next Review: July 2022

Following the Lockdown that began in March 2020 this policy should be read with the understanding that should the school need to initiate safety procedures to reduce the risk of spreading the virus it will do so as the first priority. Therefore there may be adjustments that need to be made within this policy and every other policy that is held by the school. Please read the school's risk assessment for further details and liaise with the Senior Leadership team if the crisis has affected part or parts of this policy implementation and you have concerns or queries about its impact.

Contents

1. INTRODUCTION	2
2. AIMS	3
3. SRE PROVISION	4
4. CONTENT	5
5. TEACHING METHODS AND RESOURCES	5
6. EVALUATION AND MONITORING	5
7. ROLES AND RESPONSIBILITIES	6
8. ROLE OF PARENTS	6
9. EQUAL OPPORTUNITIES	6
10. PASTORAL SUPPORT FOR PUPILS	6
11. DISSEMINATION OF POLICY	6
APPENDIX	7

1. INTRODUCTION

At Pashley Down Infant School we believe that effective SRE is essential to enable children to make informed decisions about their lives.

The SRE programme is integrated into the PSHE curriculum within the school and we continue the good practice of the old National Healthy Schools Standard for this theme.

SRE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of relationships through the Jigsaw scheme of work for PSHE.

The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances. We do this through our school ethos, the Jigsaw scheme of work and the literature in class.

Sex and relationship education has three main elements that we aim to teach:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

These are intrinsically linked to SMSC and British Values.

Attitudes and values:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and beginning to understand moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills:

- Learning to manage emotions and relationships with confidence and sensitivity
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness.
- Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

Knowledge and understanding:

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment – the Jigsaw charter enables this.
- Counteracting assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.
- The SRE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:
 - Equalities Policy
 - Health & Safety Policy
 - Special Educational Needs Policy
 - SMSC Policy
 - Behaviour Policy

Process of Policy Development and Consultation:

This policy is descriptive of current practice in our school in both Sex and Relationship Education (SRE). This descriptive document was circulated to all relevant parties and a working party discussed.

- Reference has been made to the following documents:
- Sex and Relationship Guidance, DfEE
- Sex and relationships, Ofsted HM1433, 2002
- Sex and Relationships Education, Guidance for East Sussex county council

2. AIMS

Within the context of the above we aim to develop sex and relationship education in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Sex and relationship education is fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with NSPCC, consulting with them regularly on the content and delivery of our sex and relationship education. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it, with regular review.

We aim to support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to wider considerations.

3. SRE PROVISION

Our approach to PSHE covers these broad themes:

- Developing confidence and responsibilities and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people,
- Developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an ongoing element of the PSHE & Citizenship curriculum. Other curriculum areas may also include opportunities for discussions.

We teach SRE through different aspects of the curriculum and a project based approach to learning, but also in a large part through our PSHE scheme of work (Jigsaw).

Human Growth and Development:-

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.
- Identify and recognise the physical differences between people, using the appropriate vocabulary.

Parenting, Families, Life Cycle:-

- Know that babies have special needs.
- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.
- Know about the rituals associated with birth, marriage and death and be able to talk about emotions involved.

Relationships:

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

Sexuality, Sexual identity, Self esteem:

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

Child Protection and Safeguarding:

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch (this could start with recognizing personal space).
- Develop and practise simple ways of keeping safe and know who to turn to for help.

- Appreciate that some parts of the body are private.

Personal and Social Skills:

- Encourage discussion about emotions to share experiences through class discussion and Circle time.

4. CONTENT

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the body (*science*)
- Recognise similarities and differences between themselves and others (*science*) and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

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*)
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

5. TEACHING METHODS AND RESOURCES

Teaching will be in line with cross-curricular methods appropriate to infants. At Pashley we use the Jigsaw scheme of work for PSHE which incorporates SRE.

6. EVALUATION AND MONITORING

To be monitored by Governors and the SLT

7. ROLES AND RESPONSIBILITIES

The Headteacher ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The PSHE subject coordinator, SMT and Governors will continue the process of on-going monitoring and evaluation in line with the school's system(s).

8. ROLE OF PARENTS

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school. No specific sex education is given in school, but when questions arise either naturally or from project work, they are answered simply, honestly and factually. The National Curriculum for science includes learning about human growth and development.

9. EQUAL OPPORTUNITIES

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

10. PASTORAL SUPPORT FOR PUPILS

All members of staff are approachable to discuss relationship 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 deal with the matter in accordance with the Child Protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (DSL). The DSL will then deal with the matter in accordance with Child Protection procedures.

11. DISSEMINATION OF POLICY

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and the Governors Teaching, Learning and Wellbeing Committee. Copies of the policy are available on the school network and a hard copy will be given to any member of the school community, if requested. Such distribution ensures the accessibility of the document to visitors, for example supply teachers, support staff and parents.

APPENDIX

In response to the changing landscape in relation to the gender issues related to very young children identifying as Transgender (*referred to below as 'Trans*' pupils*), the staff and governors of Pashley Down Infant school will adhere to the following agreed guidance:

- As noted at the beginning of this policy, the school is committed to developing a culture of respect for every individual, valuing similarities and differences. Several of the points set out below provide practical information on how we will put these aims into practice at our school.
- Official records will record the birth gender, unless parents / carers provide an official document concerning a pupil's legal name and gender change (i.e. upon receipt of a Gender Recognition Certificate, which confirms that such changes have been made through a court order). In all other instances, we shall refer to the child using the name chosen by the parent / carer (e.g. on exercise books, on class lists – and, of course, when speaking to the child) *Note: if parents are not together, it will be important for the parent / carer to follow the guidance set out in our Separated Parents policy).*
- The school will respect all pupils' rights to privacy and will not disclose a pupil's Trans* status at school to any other pupils, parents / carers.
- We will respect the parents' / carers' wishes to have their child referred to using the terms associated with the gender choice - i.e. boy / he / his, girl / she / her.
- In line with the two previous points, we will allow the child to use the toilet that is appropriate to the gender choice. (Note: in EYFS children have access to gender neutral toilets.)
- Changing for PE takes place in the classrooms, with all children changing together. The expectation is that underwear is not removed, as only outer clothing (*i.e. jumpers, shirts, trousers / shorts, dresses / skirts, socks / tights*) needs to be changed.
- It is recognized that Infant aged children are still learning about their individual identities, including gender identity. We will respect this developmental process by taking a neutral and positive stance in regard to gender. This means that we do not proactively teach lessons about Transgender, it also means that we do not promote limiting views of gender (*see next point*).
- Promoting a neutral and positive attitude means educating children that their choices are not limited by, nor the special preserve of, any gender. We will promote the view that 'anyone can do anything'; a few examples of this are:
 - Anyone can be a doctor, nurse, athlete, engineer, dancer
 - Everyone can be good at maths
 - In the role play corner, or on dressing up days, children may wear whatever costume their wish

- Anyone can play football
- We will also combat discriminatory views that some children learn through the media or from home environments – for example, boys who refuse to be partnered with anyone who is not a boy.
- Our school uniform rules apply to all genders. Any child can wear trousers or shorts or a skirt or dress.
- The curriculum does not include single-gender activities.
- The school will encourage parents / carers of Trans* pupils to seek specialist support from National agencies or specialist counselors, if their child is experiencing emotional difficulties around their identity. *(Note: School Counselors are often available in Secondary schools, but as an Infant school we do not have this role within our staff.)* If a Trans* pupil also has SEN, which may be for marked Emotional difficulties, then the parent / carer could make the choice of spending the allocated funding on counseling, instead of on other types of support *(e.g. an INA)*.
- Staff will create and foster a learning environment that is free from harassment and discrimination. This will include taking the positive step of using a neutral approach to gender – for example, choosing neutral criteria for grouping children, rather than using ‘boys’ or ‘girls’, referring to pupils as ‘children’ rather than using a gender term.
- Staff will be trained in order to assist them to deliver the expectations set out in these guidelines, and to help them to understand the issues that may be faced by young children identifying as Trans*.
- *Sex and Relationships Education (SRE):* As an Infant school, we aim to teach this at an age-appropriate level, which means that main focus is on human social and emotional relationships within a family *(i.e. rather than ‘sex’ and gender)*. We do not promote any particular form of relationship; we do teach children about the value of caring and nurturing relationships within a family. We are careful to teach children that there are a range of family groupings, and in keeping with the aims set out above, we teach children to respect for the differences of others, as well as helping them to develop an understanding of the similarities shared by all families.