



MANOR INFANT SCHOOL & NURSERY

Approval By: School	
Review Frequency: 3 years	
Next Review Due: September 2021	
Last Reviewed: September 2018	
CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE	<i>To Gale</i>
Review Approved (signature):	
Date Approved: September 2018	

SEX AND RELATIONSHIP EDUCATION POLICY

'Valued as Individuals, Inspired as Learners'

Rationale

At Manor Infant School and nursery we believe that sex and relationship education provides a basis for developing young children's attitudes, values and sensitivities to others. Through a planned and structured approach, tailored to the age and physical and emotional maturity of all our pupils, they develop a positive sense of self, as well as a respect of, and responsibility to, themselves and others.

Sex and relationship education is supported by the school's wider curriculum for Personal, Social and Health education (PSHE) by the JIGSAW scheme.

Aims

At Manor Infant School and nursery we aim to help our pupils to:

- develop confidence and responsibility and make the most of their abilities;
- prepare to play an active role as citizens;
- develop a healthy, safe lifestyle;
- develop good relationships and respect differences between people.

Planning and Organisation

Sex and relationship education is taught through different aspects of the curriculum:

In PSHE (JIGSAW), circle time and assemblies we teach our children about relationships, and we encourage children to express their emotions, discuss issues and solve problems. They learn to appreciate the differences between people and how to show respect for each other.

In science lessons children learn about how animals, including humans, move, feed, grow and produce offspring, and we also teach them about the main parts of the body.

Teaching and learning strategies include whole class teaching, group work, reflection time and individual discussion as appropriate. We use a range of stimuli to support teaching and learning.

Curriculum Coverage

Foundation Stage

In the Foundation Stage, children are encouraged to respect themselves and others. They learn that to develop and grow well they need to have a healthy lifestyle.

Key Stage 1

Sex Education

- know that humans develop at different rates and that human babies have special needs;
- be able to name parts of the body and understand the concept of male and female;
- know about personal safety. For example, know that individuals have rights over their own bodies and begin to develop simple skills and practices which will maintain personal safety.

Family Life Education

- know that there are different types of family and be able to describe the roles of individuals within the family;
- know about rituals associated with birth, marriage and death and be able to talk about the emotions involved;
- understand the idea of growing from young to old;
- know how to care for young animals.

Psychological Aspects of Health Education

- Understand the importance of valuing oneself and others;
- begin to recognise the range of human emotions and ways to deal with these;
- begin to be able to co-operate with others in work and play.

Assessment, Recording and Reporting

Teachers assess the children's skills, knowledge and understanding by making informal judgements as they observe them during lessons. Children are also formally assessed against the school's PSHE and science assessment documentation. As we place an emphasis on active learning by including the children in discussions and problem-solving activities not everything is recorded. Pupil progress is reported to parents by way of parents' meetings and annual reports.

Management

The PSHE leader is responsible for ensuring the effective implementation of the sex and relationship policy, and is available to act as a consultant/adviser to all staff regarding issues and concerns that may arise. The leader monitors the quality of teaching and learning through classroom observations and discussions with staff and pupils. Information gathered from monitoring is shared and discussed with staff to inform teaching and learning.

Inclusion

We teach appropriate sex and relationship education to all children, regardless of their race, gender or background. Teachers provide learning opportunities matched to the individual needs of the children with special educational needs. The PSHE leader and Inclusion leader are available to support and give advice if necessary.

Role of Parents

We are aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive relationship with the parents of our children through mutual understanding, trust and co-operation. In promoting this, we:

- inform parents about the school's sex and relationship education policy and practice;
- answer any questions that parents have about the sex and relationship education of their child;
- take seriously any issue that a parent raises with a teacher or governor about this policy or the arrangements for sex and relationship education in school.

Parents have the right to withdraw their child from all or part of the sex education programme other than that in the science national curriculum. If a parent wishes their child to be withdrawn from their age appropriate sex education lessons, they must discuss this with the Headteacher.

different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;

- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**; and
- factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.