

RUSKIN INFANT SCHOOL AND NURSERY



SEX AND RELATIONSHIP EDUCATION POLICY

Revised: February 2018

Revised by: Lilly Duncan

To be Reviewed by: February 2021

This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.

RATIONALE

The government believes that all pupils should be offered the opportunity of receiving a comprehensive and well-planned programme of sex and relationship education during their school career. At Ruskin Infant School and Nursery we follow the guidance that suggests that primary schools should prepare pupils to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction.

At Ruskin Infant School and Nursery we believe that effective sex and relationships education:

- Is provided early
- Is empowering for all pupils regardless of sexuality, gender, ethnicity, faith, ability or disability
- Offers a positive and open view of sex and sexuality
- Is a mainstream entitlement
- Is linked to sexual health services
- Meets specific local needs and trends
- Reinforces positive values
- Focuses on risk reduction
- Uses active learning and participatory activities
- Ensures that young people develop a critical awareness of messages about sex in the media

Sex and Relationship Education contributes to:

- The reduction of teenage pregnancy.
- The improvement of sexual health throughout life.

- Reduce the child's vulnerability to sexual abuse.

Definition of Sex and Relationship Education

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). It is lifelong learning about physical, moral and emotional development. It is not about the promotion of sexual orientation or activity.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media

- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

EQUALITY STATEMENT

Ruskin Infant School and Nursery (including Ruskin Childcare) defines itself as a school free from discrimination. We will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity

The school, through its policies and staff practices will also not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above.

Ruskin Infant School and Nursery defines four kinds of unlawful behaviour in relation to the Equality Act 2010, as

- direct discrimination
- indirect discrimination
- harassment
- victimisation

No unlawful behaviour will be tolerated in any way.

AIMS

At Ruskin Infant School and Nursery sex and relationship education should contribute to the foundation of PSHE and Citizenship 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 describe how their bodies work.
- Can protect themselves and ask for help and support.
- Know about puberty before they experience the onset of physical changes and not just those who develop earlier than average.
- Develop a sense of mutual respect and care for others regardless of gender, race or culture.
- Develop the confidence to be participating members of society and to value themselves and others.

The programme will be tailored to the age and physical and emotional maturity of the children.

PROCEDURES/ROLES

At Ruskin Infant School and Nursery Sex and Relationship education is integrated into the curriculum so that it is not seen as special by the children but as a normal part of learning. It is firmly embedded in PHSE, Science and RE within the school and will help children learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. In the event of a class teacher being unable to deliver SRE, another member of staff either the class teacher of the parallel class or the coordinator, will deliver these sessions.

Teachers

At Ruskin Infant School and Nursery we will develop good quality Sex and Relationship education according to the following principles:

Planning – This will ensure that it addresses the needs of children and is appropriate to all children taking into account age, ability, gender, sexuality and cultural background.

Delivery – SRE will be delivered within a safe learning environment with established boundaries for discussion. Children’s confidentiality and privacy will be respected within the boundaries of child protection and advice services will be made accessible.

Effective planned delivery will ensure that pupils, teachers and teaching assistants know what they are doing:

1. Why they are doing it
2. How they are going to do it
3. How they will know if they have achieved their aims

Reflection–SRE should be monitored and evaluated to ensure effective future planning. This will be carried out by the coordinator, Head teacher, Senior Leadership Team and members of the Governing body.

Parents/Carers

Parents are the key people in teaching their children about sex, relationships and growing up. The school’s SRE programme will complement and support this role. They will be encouraged to be actively involved in the determination of the school’s policy and regular updates. Therefore it is our policy to work in partnership with parents, consulting

them on the content of SRE programmes and when in the academic year it is taught.

Parents have the right to withdraw their children from all or part of SRE. However, teaching and learning of biological aspects of human growth and reproductions is statutory, under the national curriculum for science. Parents are informed when SRE is being delivered and given the opportunity to discuss this and preview the content prior to the teaching. Parents may ask that their child is not included, prior to work commencing. Any parents considering withdrawing their children from SRE, are advised to talk with their child and contact the child's class teacher.

Outside Agencies

The school strongly believes in involving the wider community in the education of our pupils. The school nurse is invited to talk to groups of children and other outside agencies such as the 'Life Bus' play an important role in the teaching of SRE.

All visitors to the school will be informed about our SRE policy and will be expected to abide by it.

Additional Needs

All pupils have an entitlement to SRE and it is the joint responsibility of the SEND Co-ordinator and class teachers together with the Head teacher to identify children with additional needs and to plan programmes of work appropriate to their needs.

Child Protection

The school has a Safeguarding Policy which is regularly updated. It should be read in conjunction with this policy. Child protection issues are monitored closely by the designated Safeguarding Lead for child protection, currently the Head teacher or in her absence the Deputy Head teacher. The child protection governor supports the school by taking part in training and in actively reviewing practice and procedures.

See Child Protection Policy

Monitoring and review

Monitoring and reviewing of the SRE policy will be carried out by the coordinator, Head teacher, Senior Leadership Team and members of the Governing body.

CURRICULUM

Within Key Stage 1 SRE fits into the following areas of the National Curriculum:

Science – Animals, including humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)
- notice that animals, including humans, have offspring which grow into adults. (Year 2)
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Year 2)

PHSE

- To recognise similarities and differences between themselves and others and treat others with sensitivity.

Guidance states:

- Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

APPENDIX

Science programmes of study: key stages 1 and 2, National curriculum in England, September 2013, Department for Education

Guidance: Personal, social, health and economic (PSHE) education, September 2013, Department for Education

Sex and Relationship Education Guidance, July 2000, Department for Education

Sex and Relationships Education for the 21st Century, November 2017, PSHE Association