



Hatherley
INFANT SCHOOL

Relationships and Sex Education Policy

Agreed: September 2019

Review: September 2021

We want to ensure your needs are met. If you would like this document
in any other format, please contact us:
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Introduction

This policy was produced by the PSHE subject leader, in conjunction with staff, pupils, parents and governors.

We believe this policy relates to the following legislation:

- Education Act 1996

The following documentation is also related to this policy:

- Statutory Guidance on Sex and Relationship Education (DfE)

The term relationships and sex education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to focus also on clarifying attitudes and values, developing self-esteem and the management of relationships.

We believe sex education is best defined as ‘...lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable, loving relationships, respect, love and care in family life. It is also about the teaching of sex, sexuality and sexual health’. (Sex Education and Relationship Education Guidance)

In this school RSE is part of the personal, social and health education curriculum. Through RSE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about RSE.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive attitude to all body functions.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and boost self esteem.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Personal, Social and Health Education;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to inform parents of the policy;
- a duty to inform parents of their right of withdrawing their child from all or part of the school's RSE programme if they so wish
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- implement the policy;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Staff

School staff will:

- comply with all aspects of this policy;
- use a variety of teaching methods and resources to deliver the SRE programme;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- take part in questionnaires and surveys

Role of Parents

All parents must:

- acknowledge that they have a primary role in their child's RSE programme;
- be fully aware of the school's RSE policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their right of withdrawing their child from all or part of the RSE programme that we teach in this school
- take part in periodic surveys conducted by the school;

Role of the Local Health Authority

Gloucestershire Healthy Living and Learning (GHLL) provides advice and support with our RSE programme.

Sex Education Programme

We carry out the main RSE teaching in our Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

We also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The delivery of this programme will be flexible and it will be delivered through:

- topics
- planned aspects of science
- class discussions or circle time
- assemblies
- occasional visits from outside agencies and speakers e.g. school nurse

We agree that RSE needs to be taught by willing and competent teachers, confident, unembarrassed and able to teach correct biological facts and also explore relationship issues. Teachers are required to be prepared to answer, in an age appropriate way, any question asked unless it is a personal question.

Teachers are aware of issues that may arise out of teaching and learning in SRE. A number of ground rules have been agreed to provide a common values framework within which to teach. Examples of these are detailed below:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- only the correct names of body parts will be used
- meanings of words will be explained in a sensible, factual and age appropriate way

Confidentiality

The teaching staff will endeavour to respect a child's confidence, unless we consider the child to be at risk. Where confidentiality has to be breached, reasons will be given. Teachers cannot promise a child that they will 'keep a secret'.

By the end of key stage 1, pupils will:

- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body, including agreed names for sexual parts
- understand why it is important to keep themselves clean
- be able to identify the adults they can trust and ask for help
- be confident in a wide range of situations
- know the privacy rule
- know how to keep safe
- know about reproduction in animals, including humans

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and curriculum workshops
- communications with home such as newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in school entrance/parents' information board

Monitoring the Effectiveness of this Policy

The practical application of this policy will be reviewed annually or when the need arises by the subject leader, the Head teacher and the nominated governor.

Linked Policies

Linked Policies

▪ Acceptable Use	▪ Early Help Offer
▪ Anti-bullying and hate	▪ Health and Safety
▪ Attendance	▪ Relationships and Sex Education
▪ Behaviour	▪ SEND
▪ Complaints Procedure	▪ Safeguarding and Child Protection
▪ Confidentiality	▪ Safer Recruitment and Induction
▪ Curriculum	▪ Staff code of Conduct
▪ E-Safety (online safety)	▪ Whistleblowing