



## SEX AND RELATIONSHIPS POLICY

Policy Date: March 2017

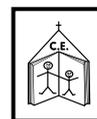
Review Date: Spring 2020

We believe, and Ofsted itself has recognised, that Sex and Relationships cannot and should not be taught in isolation, but must be firmly anchored within the framework of a school's PSHCE (Personal, Social, Health & Citizenship Education) programme of study. In these early years of education it needs to be based on the children's learning about themselves and their relationships with others. (Research has suggested that children who are emotionally healthy and have a positive sense of self-esteem are far less likely, later, to put themselves at risk sexually). We therefore lay the foundations of Sex and Relationships education at Burbage C of E Infant School by aiming for the children to:

- Value themselves as individuals
- Learn to care for themselves and for others
- Recognise similarities and differences between themselves and others (including gender differences)
- Learn to identify and share feelings with others
- Understand how their feelings or actions can impact upon others
- Understand the importance of keeping safe and how to avoid different kinds of dangers
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk
- Know about safe places to play and safe people to be with
- Understand that they can have some control over their actions and bodies
- Begin to understand how their bodies work and how they can look after them
- Learn about the importance of families and how they can be different, why they are special and how, crucially, they provide a human unit of mutual care and support
- Begin to understand about animals and humans having young which have particular needs and require nurturing
- Be able to make a friend, talk with him/her and share feelings.

Much of this is covered in our Science, PSHCE, and, occasionally, our RE work. It is the basis for the general ethos of our school in terms of creating conditions where each child feels valued.

Our Collective Acts of Worship also contribute in a great variety of ways as will our Spiritual, Moral, Social and Cultural Curriculum.



As far as their understanding about the exact biological processes of reproduction is concerned, we recognise that children can come to us with hugely varying starting points, depending on a whole range of factors (eg cultural, place in the family, religious beliefs, etc). We cannot always know what they might have been told, or seen, at home or elsewhere. We do not teach the detail of the reproductive processes at this stage, except in very non-specific terms as we cover Living Things and Animals and their Young in Science. Human babies are considered within the context of the family and how they need to be cared for and loved. In class discussions it might become apparent that a child (or children) perhaps know more than others, or for a question to be asked about where the baby came from. Obviously such questions need to be handled sensitively, but the response would indicate the need for a mummy and a daddy without going into detail. In the very unusual event of a child perhaps pressing for more information, making comments or asking questions that the teacher judges to be inappropriate for the whole group, the matter would have to be explored further at another time, in consultation with the parents of the child concerned. However, it may raise concerns about Child Protection issues.

## **Disclosure**

It may be an opportunity for a child to disclose that an inappropriate sexual relationship has been formed within the family or beyond. In that case, the school's Child Protection Policy will be followed. Likewise, if a child revealed an awareness of something that was judged to be inappropriate, such as the recent phenomenon of 'sexting', it would need to be properly investigated as a safeguarding issue.

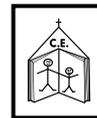
## **Consultation Procedures with Parents/Wider Community**

We have involved parents including parent governors in the formation of this policy. Parents have been given the opportunity to review the policy and the curriculum.

It has been made clear to parents that they have the right to withdraw children from the Sex and Relationship curriculum. They should be informed of this in the school prospectus and again when the children start school. Parents should write a letter to the Headteacher to request this withdrawal.

## **Withdrawal Procedures (Arrangements for those withdrawn)**

Children withdrawn will spend time with another class who are not receiving Sex and Relationships education. As we do not actually cover reproductive sex in our lessons we expect this will not affect many children, if any at all.



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## **Equal Opportunities**

Every child has the right to the Sex & Relationships curriculum regardless of race, gender, religion, age, culture or disability. We will endeavour to ensure that all materials used will show no bias. This does not affect the withdrawal procedures outlined above.

## **Monitoring, Review and Evaluation Processes (plus timetable for these)**

The effectiveness of this policy will be monitored and reviewed bi-annually through consultation with parents and parent governors. The policy and curriculum will be adjusted according to the findings of this review.

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This policy will be reviewed in spring 2020.

Adopted by Governors:

Signed: *(Chair of Governors)*

Date: