

# Halfway Nursery Infant School



# Sex Education Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

# **HALFWAY NURSERY INFANT SCHOOL**

## **Policy for Sex Education**

### **Policy Statement**

At Halfway Nursery Infant School, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines sex education programmes as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

This policy should be read in conjunction with our Safeguarding Policy and guidelines, which addresses how the school deals with inappropriate comments relating to gender and sexuality.

### **Aims and objectives**

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships at an age appropriate level.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction at an age appropriate level.
- The importance of healthy relationships.

Although "Sex Education" is not specifically taught in Foundation Stage and Key Stage One, we aim to lay a firm foundation in the early years, upon which children are able to build a true understanding to develop their knowledge in Junior and Secondary School.

Typically, throughout EYFS and KS1 children will be taught

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- Biological names for various body parts including penis, vagina, testicles and breasts.

- The different words families may have for these body parts.
- To match the correct body parts to a male and female.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

We embrace a cross-curricular approach to this area of the curriculum, through our work in Science in order to develop a healthy understanding of how living things grow, change and reproduce. Children's work is based upon observation of plants and animals in the classroom and local environment. Pupils are encouraged to look at their own development from birth, their changing bodies, use of the five senses, diet and needs. Pupils understanding of natural evolution processes in nature, is encouraged by knowledge of the seasons, and life cycles.

Our work in PSHE acts as a vehicle to encourage and develop attitudes of caring and responsibility, and an understanding of the impact and benefits of a developing loving and caring relationships within family, friends, school and the community. This is extended via the identification of the needs of young animals or plants, and respect and care for ourselves and others. In addition to developing a need for safety and protection, including safe people/ people who help us e.g firemen, policemen and crossing patrols, and develop strategies for coping in unsafe situations.

We also employ a cross-curricular approach to the teaching of sexuality and gender e.g. within Science and PSHE contexts.

A variety of multi-sensory activities are integrated into our whole school topic programme. These include observation, practical activities, creative work, discussion, circle time, assemblies, stories, poetry, structured play, videos, drama, dance and music.

### **Working with parents**

Our school understands that the teaching of some aspects of the programme may be of concern to parents/carers.

We will ensure that no teachers express their personal views or beliefs when delivering the programme.

The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

### **Equal opportunities**

Our school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

We are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **Confidentiality**

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding and Child Protection Policy.

## **Bullying incidents**

Our school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises. These incidents will be dealt with following the process in our Anti-bullying and Harassment Policy.

## **Monitoring and review**

This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator on an annual basis.

Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.