

Yeadon Westfield Infant School  
Sex and Relationships Education Policy

*This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.*

## **Introduction**

We are charged with delivering a curriculum, which “*promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life.*”

We have based our school’s sex and relationships education policy on the DfES guidance document Sex and Relationship Education Guidance (ref DfES 0116/2000). In this document, sex education is defined as ‘*learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care whilst at the same time understanding that there are strong and mutually supportive relationships outside marriage.*’

## **Aims and Objectives**

Our aim is to lay solid educational foundations about sex and relationships where and when appropriate to help our children through their physical, emotional and moral development. We have decided that sex and relationships education should not be formally taught in this school as a separate subject. It is more appropriate for this age to teach what is specific to the Foundation Stage early learning goal for Knowledge and Understanding of the world and the National Curriculum for science and PSHCE

We teach children about:

- respect for their own bodies;
- the importance of family life;
- moral questions;
- respect for the views of other people;

Whilst young children seem to readily accept the life cycle of plants and animals there are some aspects of reproduction which may be difficult for young children to comprehend. In the light of this we are in agreement that the details of human sexual intercourse will NOT be explained to the children and that the children will NOT see pictures or videos of the birth of a human baby as part of a planned programme. Year 2 children may be shown videos of the birth of animals where it forms a natural part of the topics which are being covered in class. If specific questions are asked about how babies are formed inside their mothers the children will be told that they will learn about that when they are older. Parents will be informed if this question is asked.

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### **The Moral Framework of Sex and Relationships Education**

Given the broad backgrounds of the school and the society for which we are preparing children, this school feels it is important that children are taught within a moral framework which prepares them both to understand and to contribute to that society. Therefore, the following moral values will inform our sex and relationships education throughout the school:

Honesty  
Tolerance  
Care and compassion  
Respect for all  
Love and affection  
Equal opportunities  
Fairness and justice  
Self discipline

### **Equal Opportunities**

We are committed to equal opportunities and therefore, care will be taken to select teaching materials and methods which:

- give access for all to the curriculum;
- value different types of families and lifestyles;
- encourage children to value one another as individuals.

School will value all family units as equally important.

### **The National Healthy School Standard**

We have achieved National Healthy School Standard which promotes health education and promote health education. As participants in this scheme we aim to:

- consult with parents on all matters of health education policy;
- train teachers to teach sex and relationships education in a cross curricular way;
- listen to the views of the children in our school regarding sex and relationships education;
- look positively at any local initiatives that support us in providing the best sex and relationships education teaching programme that we can devise.

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## **The Content of Sex Education**

The way in which sex and relationships education is taught means that it is intertwined with other parts of the curriculum. Should sex education questions be raised they will be dealt with sensitively in line with the overall aims and objectives.

However, it is possible to specify the following, which will form the content of what is taught at Yeadon Westfield Infant School.

### **First introduced in the Foundation Stage, but reiterated throughout school.**

- Equal opportunities
- Fairness and justice
- Love and affection
- Tolerance
- Assertiveness
- Respect
- Gender roles and stereotypes
- Making and maintaining friendships
- Decision making skills
- Communication skills
- Naming the parts of the body, keeping it healthy and safe

### **We also introduce more specific topics in Key stage one such as:**

- Child care.
- Life cycles
- Seeds and vegetable reproduction
- Birth and development of animals

We teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

## **Teaching styles**

The planning, implementation and monitoring of sex and relationships education in school are the responsibility of the sex and relationships education leader. The approach is that sex and relationships education is essential for children to understand their own development. The language

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used in class will be the correct scientific language. The normal variety of teaching styles and strategies will be used.

Staff are advised to consult and follow the school's child protection policy and procedures should any concerns arise through discussion.

### **The role of parents**

The school is well aware that the primary role in sex and relationships education lies with parents and carers. In this area as with all other areas of the curriculum and school life, we wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this we:

- inform parents about the school's sex and relationships education policy and practice;
- answer any questions that parents may have about sex and relationships education of their child;
- inform parents about the best practice known with regard to sex and relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

### **The role of the Head teacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex and relationships education policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head teacher liaises with external agencies regarding the school sex and relationships education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head teacher monitors this policy on an annual basis and reports to governors, when requested, on the effectiveness of the policy.

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## **Monitoring and review**

### **The role of Governors**

The Teaching and Learning Committee of the governing body monitors our policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of the sex and relationships education programme that we teach in our school.

Copies of the policy will be given to every member of the Governing Body and to all staff.

A copy will be available at all times in the office.

This policy will form part of the annual review of the Governing Body.

**Signed:**                      **Head teacher**

**Signed:**                      **Chair of Governors**

**Date:**

**Date for review: Spring 2015**