



Ludlow Infant Academy

Sex and Relationships Policy.

At Ludlow Infant School we believe that children should have the opportunity to develop high self-esteem, with the ability to form secure relationships, and make informed decisions about moral and social issues.

Our teaching, at an age appropriate level, will aim to help our children cope with the physical and emotional challenges of growing up, giving them appropriate understanding of human reproduction. Relationships and sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge.

As with all learning it is gradual and matched to the child's maturity and stage of development. It develops children's awareness of, and respect for themselves and others by adding their development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions.

It allows them to explore feelings and emotions through a variety of different contexts and enjoy the confidence in their own ability. As part of the Sex and Relationships Education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about significance of marriage and stable relationships, however, care is taken so that no child is stigmatized because of his/her home circumstances and staff should be aware of these before beginning a lesson/circle time containing such nature.

The objective of Sex and Relationship education is to help and support our pupils through their physical, emotional and moral development. This is firmly embedded in to our new SMSC curriculum. We will help our pupils learn to respect themselves and others, supporting prevent and safe guarding policies, and move with confidence from childhood through adolescence into adulthood.

What is Sex and Relationship Education?

Sex and Relationship Education is about the physical, moral and emotional development. It supports their understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

There are 3 main elements;

Attitudes and Values:

- Learning the importance of values and moral considerations



- Learning the value of family life, marriage and stable relationships
- Learning the value of love, respect and care

Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing empathy and self-respect.
- Learning to make choices without prejudice
- Appreciating the consequences of choices made
- Managing conflict
- Recognizing and avoiding exploitation and abuse

Knowledge and understanding:

- Learning about and understanding physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

We ensure the materials used in schools are in accordance with the SMSC framework and the law. Inappropriate images will never be used or any explicit material. We ensure that our pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. Our Governors and head teacher would discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom.

We also want to ensure that children are protected from accessing unsuitable materials on the Internet. We have followed the “Child Exploitation and Online Protection” centre guidance which outlines how we allow our children to access the Internet safely and prevent our children from accessing unsuitable material.

Planning and Teaching

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. We follow the objective and knowledge as set out in Key Stages 1 of the National Science Curriculum. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one to- one basis or in small groups. Parents and pupils are reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework. Our teachers and all those contributing to sex and relationship education are expected to work within an agreed values framework as



described in the school's policy, which must be in line with current legislation. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class. We will always endeavour to support our teachers who may need support and training to deliver the programme sensitively and effectively.

The combined PSHE and Citizenship framework at Foundation Stage and Key Stage 1 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year.

- developing confidence and responsibility and making the most of pupils' abilities
- preparing to play an active role as citizens
- developing a healthier, safer lifestyle
- developing good relationships and respecting differences between people in line with prevent

At primary school level 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

It is essential that we help our pupils develop in confidence in talking, listening and thinking about sex and relationships. We are aware teachers and other staff may need to overcome their own anxieties and embarrassment to do this effectively. Partnership between school and parents is the key to success. We aim to use a number of teaching strategies that can help this, including:

- establishing ground rules with their pupils
- knowing how to deal with unexpected questions or comments from pupils
- using discussion and project learning methods and appropriate materials that encourage reflection

As part of our Science Curriculum at Key Stage 1 we cover the following areas as part of our embedded PSHE curriculum:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity



Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected.

For example:

If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a ELSA, school nurse, helpline, or an outside agency or service. •

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.
- To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's safeguarding policy.

Parents who withdraw their children Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum (see section 3). We would make alternative arrangements if this were the case.

Health professionals

Where appropriate we work closely with health professionals in the development and implementation of their sex and relationship education programmes. Our school nurse supports us by:

- working closely with teachers in supporting sex and relationship education in the school (complementing the role of the teacher).
- helping us work in partnership with parents and make links between the school and other relevant professionals and services such as local GPs.
- telling pupils about the health services that are available in the area and help them develop the confidence and skills to make good use of them.

Safeguarding and child protection Issues

In addition to what is put in place in our school's sex and relationship education policy to inform and counsel our pupils, there will be rare occasions when a school teacher is directly approached by a



child who is may disclose something too them. This will always raise child protection issues and sensitive handling will be needed to ensure that a proper balance is struck between the need to observe the law and the need for sensitive counselling and treatment including protection from disclosure to inappropriate adults. In such cases there should be a pathway for dealing with the situation:

- the teacher should approach the designated lead for safeguarding who will contact the appropriate agency for example MASH.
- the designated member of staff should make sensitive arrangements, in discussion with the child, to ensure that parents or carers are informed if appropriate
- the designated member of staff should address child protection issues and ensure that help is provided for the child and family. Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day.

We ensure we are absolutely clear about the boundaries of our legal and professional roles and responsibilities. Pupils are gently informed that teachers cannot keep disclosures confidential, if it raises concerns.

We are very aware children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff.

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns and to whom they should do so. They should follow the procedures laid out in the Safeguarding and Child Protection Policy.

Joint guidance by DfEE and the Department of Health published in 2018 – "Working Together to Safeguard Children" – sets out how all agencies and professionals should work together to promote children's welfare and protect them from abuse and neglect.