

PADNELL INFANT SCHOOL

BOARD OF GOVERNORS



Policy Statement on Sex & Relationships Education

Name of Unit/Premises/Centre/School	Padnell Infant School
Date of Policy Review	May 2025
Date of Next Review	May 2027
Name of Headteacher	Mrs Mandy Grayson

Administration Record

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Contents Page

- Administration Record 2**
- Contents Page..... 3**
- 1 Rationale 4**
- 2 Aims: 4**
- 3 Practice 5**
- 4 What is Being Taught 6**
- 5 Staff Awareness..... 7**
- 6 Parents 7**
- 7 Dissemination of the Policy 8**
- 8 Sources of Further Information 8**
- 9 Conclusion 9**

1 Rationale

- 1.1.1 We at Padnell Infant School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.
- 1.1.2 Sex and Relationships Education enables pupils to feel comfortable with their sexuality and behave responsibly in relationships so ensuring sexual health and well-being. At Padnell Infant School we are aware of the key role we have in working with parents to prepare children for the changes that occur as they grow and develop. Sex and relationship education is integrated into the taught programme for Personal, Social and Health Education (PSHE) and is included in the Science National Curriculum, and sets the foundation for the more specific work that children will experience at Key Stage 2 and beyond. It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

2 Aims:

- 2.1.1 The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:
- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
 - Encourage and support the development of social skills and social awareness;
 - Enable pupils to make sense of their own personal and social experiences;
 - Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
 - Enable effective interpersonal relationships and develop a caring attitude towards others;
 - Encourage a caring attitude towards and responsibility for the environment;

- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

2.1.2 We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

3 Practice

3.1.1 At Padnell Infant School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices¹. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

3.1.2 We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

3.1.3 Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS and KS1) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

3.1.4 Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

¹ SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

- 3.1.5 We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.
- 3.1.6 The RSE provision at Padnell Infant School is inclusive of all pupils regardless of gender, ethnic, religious or cultural backgrounds, home backgrounds, sexual orientation and special educational needs.

4 What is Being Taught

4.1.1 The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. The SCARF programme has suggested units following the same themes as those followed in KS1 (see below). These themes are covered throughout the year either by explicit teaching or throughout the learning environment.

4.1.2 KS1

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

- 4.1.3 Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

- 4.1.4 RSE is assessed after each half termly SCARF unit and assessment opportunities are mapped out to support this – see Growing and Changing units. The PSHE Lead oversees the delivery of these units within the PSHE curriculum and triangulates the data through pupil conferencing and work scrutinies. Evidence can be saved either in children's books or digitally on the school system.

5 Staff Awareness

- 5.1.1 All staff will try to answer children's simple questions truthfully and sensitively, taking into account the circumstances and the level of maturity of the child. In most circumstances these questions will be answered on an individual basis. Teachers will not presume to offer specific explanations to children. If questions or behaviour cause concern, these concerns will be discussed with the Headteacher/Designated Safeguard Lead (DSL). The correct anatomical vocabulary will be adopted by the whole school. Due consideration should be given to any particular religious or cultural factors and to parents' wishes.

6 Parents

- 6.1.1 Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

- 6.1.2 Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.
- 6.1.3 Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.
- 6.1.4 It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

7 Dissemination of the Policy

- 7.1.1 This policy has been made accessible to parents, teachers other school staff and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should further information about PSHE education be required, please contact the PSHE lead.

8 Sources of Further Information

- 8.1.1 This policy has drawn on:
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
 - Creating a PSHE education policy for your school, The PSHE Association (September 2018)
 - Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
 - DfES 'Sex and Relationship Education Guidance' (2000)

8.1.2 This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2020)

9 Conclusion

9.1.1 This is an important aspect of education which permeates the adult life of all pupils. In our modern day society it is essential our pupils are equipped with the correct information to make informed decisions about their own sexuality and relationships.