### St Cecilia’s Catholic Infant & Nursery School

Relationship and Sex Education Policy

### Cecilia's logo

### INTRODUCTION

At St Cecilia’s Catholic Infant & Nursery School we believe that the better informed and more knowledgeable young people are, the more responsible they will be for their behaviour as they mature into adults. Sex education is concerned with spiritual and moral as well as the physical and social development of the children in our care. In partnership with the parents and faith community, children are given positive guidance to equip them to deal with the pressures of modern society. Having an effective education strategy is not only important for school but is vital for ensuring those who are most vulnerable have the knowledge and information to deal with situations as they arise.

**Aims**

At St Cecilia’s Catholic Infant & Nursery School we aim to provide our children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle and develop to their full potential. Our Personal Relationships programme teaches children about respectful relationships, care and consideration for themselves and others, personal hygiene, parts of the body.. The programme also aims to equip them with the social skills that enable them to make informed decisions in relation to Relationship and Sex in society.

Relationship and Sex Education will be:

* Appropriate to the age and stage of development of the individual.
* Taught with sensitivity and sympathy towards individual, personal and family circumstances in order to avoid any hurt or distress.

##### Objectives

The objectives of our Relationship and Sex education programme are:

* To provide our children with knowledge and information about change, feelings, relationships, reproduction and responsibility.
* To enable our children to openly discuss questions related to relationships and so provide a safe environment for young people to share their thoughts and ideas.
* To help children respect their own bodies and in so doing reduce the likelihood of abuse.
* To encourage the children to become more self-confident so that they are able to make sensible and informed choices about their lives.
* To ensure that children are taught about Relationship and Sex in a consistent manner following guidelines that have been agreed by the LEA, parents, governors and staff.

##### Practice / Implementation / Organisation

We at St Cecilia’s Catholic Infant & Nursery School regard Personal Relationships Education as a whole school issue, and believed that opportunities to teach about the importance of living a healthy lifestyle occur through the curriculum.

Relationship and Sex Education is delivered in a clear, concise and consistent manner in line the National and Local Guidelines.

At Key Stage 1 5 – 7 year olds should be taught:

* 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 difference between themselves and others and to treat others with sensitivity.

The above elements represent the statutory minimum that schools must deliver to all children and young people.

**Early Years**

The schools’ Relationship and Sex Education programme runs from Early Years, initially covering, parts of the body and who is allowed to touch their body. Children are taught to respect themselves and others.

##### Additional Needs

The school is aware that due consideration should be given to the educational entitlement of all the children in its care and that they are taught appropriately.

##### ICT Links

The appropriate use of ICT Resources is used to augment and enhance the children’s Relationship and Sex Education.

**The Role Of The Headteacher**

It is the responsibility of the Headteacher that all staff and parents are informed about this policy and that it is implemented effectively. It is also the head teachers’ role to ensure that all staff have appropriate support and training so that they can teach effectively with sensitivity and understanding.

The Head teacher will liaise with external agencies and the LEA regarding the schools’ Relationship and Sex education programme and thus ensure that all adults who work with children on these issues are aware of the school policy and work within its framework.

The Head teacher will monitor the policy on a regular basis and report to the Governors on request.

##### The Role Of The Governors

The governing body has the responsibility of setting down these general guidelines on Relationship and Sex education, and will support the Headteacher in implementing them. Governors will inform and consult with parents about the Relationship and Sex education policy. Governors will also liaise and consult with the LEA and Health organisations so that the school’s policy is in line with National and Local guidelines.

##### Role Of The Parents

We wish to build a positive partnership with the parents of our children and this can only be achieved through mutual trust and co-operation.

##### The Role Of The Co-ordinator

The Co-ordinator will regularly attend LEA meetings and courses. They will keep the Head teacher Governors and staff informed on up to date trends and current good practice.

**The Role of the Wider Community**

If the school nurse is available, she may be asked to assist with curriculum and its delivery where and when appropriate.

**Assessment And Record Keeping**

Teachers will make assessments on progress in knowledge, understanding and skills. These assessments will inform the teachers planning and future delivery. At set intervals these assessments may be incorporated into a report to parents, and will be communicated to the next class teacher in order to ensure continuity and progression.

##### Monitoring

Specific monitoring should take place in Science whilst monitoring in PSHE will be informal, and may be the scrutinising of planning, classroom observation, peer teaching, sampling of work and discussions with the children.

##### Child Protection/Safeguarding

If any disclosure occurs during a health-based lesson and concerns are raised, teachers will follow the school’s procedure for Child Protection.

Teachers have a duty of care and so any incident or potential incident (e.g. involving abuse) must be treated as a Child Protection issue.

##### Confidentiality/Safeguarding

Children have rights under the Children’s Act 1989 and can thus expect incidents of issues of a sexual nature to be treated sensitively. However, no one can give guarantees of confidentiality where the safety and welfare of a child is at risk.

##### Responses

If any matter or incident that causes concern is disclosed, it will be dealt with in accordance with the school’s Safeguarding policy.

The young person will be given appropriate education and support.

##### Managing Specific Situations

Throughout the school there may be occasional incidents that require sensitive handling. These will be dealt with

* Initially by the class teacher.
* The Safeguarding co-ordinator will then discuss behaviour with the pupil.
* Senior management will be informed and input if necessary.
* Parents will be informed of the incident and the action taken.

##### Review

The staff and governors agreed this policy February 2016 and it will be reviewed again in February 2019 unless there are changes to National and Local Guidelines.

Mrs C Thistleton February 2016