

# PEN MILL INFANT & NURSERY ACADEMY



## SEX AND RELATIONSHIPS POLICY

Version	Amendments	Date of Approval/Issue
1.0	New Policy	7/2/2022
2.0	Updated	13/10/2025

# PEN MILL INFANT & NURSERY ACADEMY

## **Rationale at Pen Mill Infant and Nursery Academy**

We believe that education is a holistic process and that the development of the whole child is central to their wellbeing and achievement. Sex and Relationships Education is a lifelong process that begins informally in the home with parents and carers long before their journey through school commences. In school we aim to build upon the foundations laid within the home.

As with any area of learning, our teaching is aimed sensitively to the age and level of understanding of the children. The objective of the Sex and Relationships Policy is to:

- help and support pupils through their physical, emotional and moral development,
- learn to respect themselves and others and move with confidence through their lives to achieve their potential. Sex and relationships is therefore developed within the context of Personal, Social and Health Education, Citizenship, and Science and RE.

## **Aims**

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To ensure that opportunities are provided for children to develop their social skills.
- To promote children's confidence through the development of communication, decision making, personal relationships and strategies for managing change.
- To enable children to develop a positive self-image and encourage individual self-esteem.
- To enable children to explore the values and attitudes of themselves and others.
- To assist children in their development as responsible members of the community.
- To enable children to acquire basic awareness and knowledge about health and development of plants, animals and themselves.

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## **Foundation Stage**

Being my best me

Me and my relationships

Keeping myself safe

Valuing difference

Growing and changing

Rights and responsibilities

The Beginning of Life- Plants, Animals and Me. (TW)

Babies- Animals and humans and what they need. (TW)

Observation – growth of animals in our environment. (TW)

## **Key Stage 1**

Being my best me

Me and my relationships

Keeping myself safe

Valuing difference

Growing and changing

Rights and responsibilities

Health Care – Hygiene, exercise, food, sleep. (science )

Cultural Differences – gender roles, families, traditions and customs

People who help us

Lifecycles of animals in our environment.(science)

Animals (including humans and their offspring ( science)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense ( science )

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## **Roles and Responsibilities**

### **The School**

The School will ensure that parents are kept informed of the curriculum. Teaching of Sex and Relationships Education is not explicit but rather it is embedded within different subject areas mainly PSHE and science

### **Governors**

In accordance with the Education Act 1996, The Governing Body will keep the School's policy for Sex and Relationships Education up to date and published, in consultation with parents. The School recognises that Parents are the primary educators of their children and seek to support them in this task so that a firm foundation is laid in the children's knowledge and understanding of themselves in preparation for Key Stage 2.

### **Teachers**

At Pen Mill Infant and Nursery Academy we believe that the nurturing of the whole child is very important and that for a child to achieve academic potential it is important to nurture their physical, moral and spiritual wellbeing. Staffs' beliefs and attitudes will not influence the teaching of the sex and relationships education curriculum. Teaching will be matched sensitively whilst children's questions will be answered sensitively and honestly, partnership with parents is essential and staff will consult with parents where appropriate.

### **Parents**

The school is aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum. In promoting this we: Will consult and inform parents/carers about RSE through letters, school website and information sessions where relevant. Inform parents about our school's Relationships and Sex Education policy and practice. Answer any questions that parents may have about the Relationships and Sex Education of their child. Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.

### **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child/ parent. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the school's safeguarding policy. All questions will be handled

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sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

## **Language**

We believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching. We want our children to learn and use the correct terminology in a safe and controlled environment

## **Right to withdraw your child**

There is no right to withdraw a child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

The science curriculum also includes content on human development, growth and how to stay healthy, which there is no right to withdraw from.

## **Monitoring and Evaluation**

The Head teacher will monitor the implementation of the Sex and Relationships Education Policy. The policy will be reviewed and evaluated to ensure the contents of the policy have been covered and the aims met, resources are appropriate and up to date and any necessary changes are made to ensure continuous development and improvement.

## **Equal Opportunities**

The school endeavours to provide equal opportunities to all children regardless of age, gender, ethnicity, and ability including SEN and for those whom English is a second language so that the needs of each child are considered when planning the curriculum to ensure an inclusive environment so that each child reaches his/her potential.

## **Safety and Care**

The school is aware of the need to prepare children for their future lives. Their health and safety will be monitored through all aspects of school life.

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## **Useful information**

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1-programme-of-study---years-1-and-2>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

<https://www.coramlifeeducation.org.uk/scarf/>

<https://www.coramlifeeducation.org.uk/downloads/CoramLifeEducationProgrammeOverviewLeafletupdated2019-20.pdf>

## **Other related policies**

The policy should be read in conjunction with:

- PSHE
- RE
- Science
- Single Equality Policy
- SEN Policy
- Child Protection Policy
- Safeguarding Policy

**Updated October 2025**

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**Signed:**



**Print name: Iain Crabtree**

**Chair of Governors**

**Date: 13<sup>th</sup> October 2025**