Relationships and Sex Education Policy

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Buryfields Infant School Relationships and Sex Education Policy

Policy aims and objectives

This policy aims to:

- Define 'Relationships and Sex Education' (RSE) and what this means in our school
- Outline the intentions of Relationships and Sex Education in our school and how lessons are implemented
- Make clear how the subject is led and how impact is assessed and measured

Policy Availability

Parents and carers will be able to read the policy via our website. As with all of our policies, parents are able to ask for a hard copy of the policy via the school office.

Legislation (statutory regulations and guidance)

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Parents do not have the right to withdraw their children from Relationships education, nor the elements of Sex education that are covered within the KS1 science curriculum, as outlined below.

Definition of Relationships and Sex Education

Relationships and Sex Education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

Policy context and rationale

This policy has been written by the staff at Buryfields and in consultation with parents and the governing body. As with all subjects, it is essential that our curriculum in RSE meets the needs of the pupils we teach and the community in which we are situated, as well as to ensure that our children are appropriately prepared and taught for what awaits them after leaving our school.

How RSE is underpinned by our values, context, ethos and key principles

As with all of our teaching, Relationships and Sex Education is informed by the vision statement of the school and our core values. Our vision is to provide a nurturing and inclusive environment in which all children develop emotionally and academically. When they leave our school, all pupils will have built secure foundations to be kind, confident learners who are ready for the next stage of their education adventure. We are a little school that aims to make a big difference to our children, their families and the wider community.

Our core values underpin all that we do, and these are:

Be kind. Be confident. Love learning.

Our eight Learning Powers also promote the vison, aims and values that lie behind all of our teaching. Our Learning Powers are as follows:

- Explore
- Celebrate difference
- Have a go
- Make mistakes
- Persevere
- Aim high
- It's good to be me
- Teamwork

Similarly, the school's teaching of the United Nations Conventions on the Rights of the Child also reinforce the key themes of RSE.

Purpose of Relationships and Sex Education in our school

We believe Relationships and Sex Education is important for our pupils and our school because of the impact that it has on their lives now, and also in the future; a good Relationships and Sex Education can and should have positive ramifications for life. At our school, we want children to be able to recognise and develop positive relationships and understand how to keep themselves safe in relationships. With our young children this is obviously age-related safety, but will prepare the ground for more serious considerations when they are older. Ultimately, we want children who are happy, confident and safe now, and who have the foundations to become happy, confident and safe in their later childhood and adult lives. We also believe that it is important to understand that positive, healthy relationships do not happen by magic, and that having lessons in Relationships and Sex Education is like any other lesson in which they are taught something, practise and improve.

Vision for safe and effective Relationships and Sex Education

We believe all children should be taught to develop acceptance, curiosity and confidence in themselves and in their relationships and that this should be taught and fostered in age and ability appropriate ways. Relationship and Sex Education is like any other subject: children need to feel happy and secure in themselves in order to make the best possible progress. Relationship and Sex education lessons are taught as part of our PSHE curriculum, in which all conversations are managed sensitively and responsively by staff. Children are supported to remember our core value 'Be kind' in all PSHE lessons, as well as to not just 'accept' difference in others and others' lives, but to celebrate it, as our Learning Powers 'It's good to be me' and 'Celebrate difference' encourage. Any disclosures that are made as a result of a discussion are dealt with as per our Safeguarding and Child Protection Policies, and all staff are aware that conversations about relationships and families may result in unexpected comments, views and questions. The possibility of 'difficult' questions being asked in a RSE or PSHE lesson is discussed in staff training sessions, and whilst the response will vary depending on what is being asked, staff will respect and value the child's curiosity. With infant-aged children, the vast majority of questions are asked from a genuine point of curiosity and 'ignorance'; children this age do not tend to ask deliberately provocative or tricky questions in order to embarrass or upset. Staff will liaise with parents when appropriate and right to do so, especially if they have felt unable to answer the child's question. Further information about our safeguarding and safe practice can be found in the Child Protection and Safeguarding Policies, as well as in the PSHE policy.

As with all other subject areas, we constantly strive to ensure that our curriculum meets the needs of the groups of pupils in our care now; to reflect on our provision and to improve it, and to liaise with all stakeholders, including children and parents to ensure it is effective.

Roles and responsibilities

The governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. There is a governor who has specific responsibility for PSHE and RSE who works with the subject leader and headteacher to ensure that the policy reflects our practice and meets the needs of our pupils and community.

In addition, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher

The headteacher is responsible for ensuring that the policy is in line with the school's ethos and core values, that the policy is effectively implemented across the school and holds the PSHE leader to account for the monitoring and evaluation of RSE.

Subject leader

The Relationships and Sex Education curriculum is led by the PSHE subject leader, who is responsible for:

- The writing of the policy, ensuring that parents are consulted in the development and review of the policy and that the policy meets the needs of the pupils and parents and reflects the community we serve.
- Planning and distributing lessons which deliver effective, relevant and meaningful relationships education for the children in our school, as well as monitoring the teaching about relationships and reporting this back to the headteacher and related governor.
- Creating or finding resources that are appropriate to the ages and abilities of the children in school.

Staff

The teachers at our school are responsible for:

- Teaching the RSE curriculum as guided by the PSHE/RSE leader. They are responsible for ensuring that RSE is taught in an 'age and stage' appropriate way.
- Answering questions and managing discussions about RSE in an understanding, sensitive and informed manner.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Reporting to the headteacher any concerns that arise through the teaching of RSE, which may include (but is not limited to) prejudiced based views or disclosures.

Curriculum design

The design of the Relationships and Sex Education Curriculum directly follows the statutory guidance from the DfE.
The main categories covered in RSE in our school are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

As we are an infant school, we have used guidance from the PSHE Association and knowledge of our children to decide which of the learning objectives will be taught in our school. Appendix 1 lists what the DfE has deemed what children should know by the end of primary school and indicates which of these learning objectives we have judged to be most relevant and important for our age children.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with

reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE is mainly taught with the PSHE (Personal, Social, Health Education) curriculum and this can be found below, in Appendix 2. RSE follows the same methods of teaching and assessment, as made clear in our PSHE Policy as below.

> Each half-term is broadly dedicated to a specific theme and may be linked to other areas of the curriculum. Within each half term, specific knowledge and skills are taught and assessed. Due to the mixed class arrangements, there is a two year programme in place; key topics are covered every year.
>
> Explicit PSHE lessons are taught weekly, and whilst they may be linked to other areas of the curriculum, they must and do retain their integrity as a PSHE lesson in their own right. PSHE is often taught through the use of art, drama and stories, but there can be an overlap in all other areas of the curriculum. PSHE is also taught implicitly on a daily basis, and teachers and support staff reflect back on previous lessons when discussing topical incidents and issues. Some PSHE coverage may be taught by other professionals or expert visitors, such as the NSPCC.
>
> Planning and resources are taken from a variety of places, such as from the Rights Respecting Education teaching pack. The needs, backgrounds and interests of the children also inform exactly what is covered and taught in each class, meaning that PSHE lessons may not be exactly the same from class to class, although key learning outcomes will be the same.
>
> **Recording and assessment**
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> As mentioned above, PSHE lessons can take many forms and activities vary, dependent on the learning intentions from lesson to lesson. The children may be asked to write, draw, take photos or videos in response to the teaching, or they may simply be asked to talk or play a game related to the topic.
>
> Throughout a unit of work and in response to daily incidents and issues, teachers use formative assessment to tailor planning to suit the needs of their class, or to have additional ad hoc conversations with individuals, groups, the whole class or even year group or school. As previously mentioned, PSHE is not just a lesson which exists in isolation but is part and parcel of everyday school life.
>
> In the EYFS, class teachers assess children's development and progress in PSED by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in the Early Years curriculum) to make more formal judgements of children's progress and development in this prime area of learning.
>
> In Key Stage 1, class teachers gather evidence of what individual pupils know, understand and can do in PSHE by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce. At the end of each half term, an assessment of learning outcomes is recorded, identifying which children need further reinforcement or extension and what this should consist of.

Some biological aspects of RSE are taught within other subjects. For example, the naming of body parts are taught within science and a variety of elements relating to RSE are taught within the RE and computing curricula.

Aspects of RSE are referred to in whole school and class assemblies, especially where they relate to British Values or to the school's Learning Powers.

At our school, if a child asks for the correct terminology for reproductive organs or genitalia, staff would give the accurate and scientific name; however, this is not taught as part of our curriculum. Should any particularly sensitive or surprising conversations occur, teachers will ensure that parents are appropriately informed.

As part of our Science curriculum in KS1, the following is taught, in line with the National Curriculum:

- That animals including humans move, grow, feed, use their senses and reproduce.
- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- That animals, including humans, have offspring which grow into adults.
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- That children growing into adults consists of different stages, including baby, toddler, child, teenager, adult.

As part of our RE curriculum, which follows Hampshire's Living Difference IV syllabus, the following concepts, amongst others, are taught in EYFS and KS1:

- Belonging
- Differences between themselves and others
- Being special
- Our communities

Monitoring and reporting arrangements

The delivery of RSE is monitored by the PSHE leader and headteacher. This may include lesson observations, learning walks, feedback from staff and children.

Pupils' development of RSE is monitored by class teachers as part of our ongoing assessment

RSE will be reported to parents as part of the PSHE assessment included within the annual school report.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included on our continuing professional development calendar.

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

- *PSHE*
- *Safeguarding and Child Protection*
- *Single Equality Statement*
- *Behaviour*
- *Curriculum*

Appendix 1
Objectives in bold are what our school will teach by the end of Year 2.
By the end of primary school:

Families and people who care for me	Pupils should know **• that families are important for children growing up because they can give love, security and stability.** **• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.** **• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.** **• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.** • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.**
Caring friendships	Pupils should know **• How important friendships are in making us feel happy and secure, and how people choose and make friends.** **• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.** **• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.** **• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.** **• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.**
Respectful relationships	Pupils should know **• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.** **• Practical steps they can take in a range of different contexts to improve or support respectful relationships.** **• The conventions of courtesy and manners.** **• The importance of self-respect and how this links to their own happiness.** **• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.** **• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.** • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know

	• That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. **• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.** • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **• How information and data is shared and used online.**
Being safe	Pupils should know • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). **• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.** **• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.** **• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.** **• How to recognise and report feelings of being unsafe or feeling bad about any adult.** **• How to ask for advice or help for themselves or others, and to keep trying until they are heard.** **• How to report concerns or abuse, and the vocabulary and confidence needed to do so.** **• Where to get advice e.g. family, school and/or other sources.**

Appendix 2

Buryfields Infant School PSHE Overview (KS1)

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Powers	It's good to be me Have a go Teamwork	Persevere Celebrate difference Make mistakes	Explore Aim high Persevere	Teamwork Have a go Make mistakes	Celebrate difference It's good to me be Persevere	Explore Aim high Have a go
Year 1 core learning	**Values** Be kind, be confident, love learning British Values Golden Charter (Rule of Law) School Council (Democracy) Individual liberty – emotions Respect and Tolerance - how they are special	**Wonderful Me** RRE Water – importance, how to wash hands, taps RRE Food Teeth brushing Teeth – sugar Be Bright Be Seen	**Mental wellbeing** Names of emotions – fear, nervousness & surprise Self-esteem – know how they are wonderful Being present Being kind Clever Never Goes	**Respectful relationships** Differences and similarities between people Resolving simple arguments Respect for others and for themselves Manners	**Families and people who care for me** Identify their special people Community	**Caring friendships** Kind/unkind Recognise when people are unkind and what to do What makes a good friend Impact of their behaviour
Let's remember	Learning Powers	Learning Powers from Autumn 1, core values, main emotions	RRE 5 basic rights RRE Water RRE Food including impact of sugar Dental hygiene	Self-esteem for MH Giving for MH Emotion words Worry monsters	Mop up – School values Self-esteem Bucket filling	Names of relations
Year 1 Books in lessons	Colour Monster The Same But Different Too	I Will Never Eat a Tomato	The Heart and the Bottle Dinosaur Sleepover Super Duper You	Freddie and the Fairy The Same But Different Too The Steves Colin and Lee Carrot and Pea	A Place Called Home In Every House on Every Street The Great Big Book of Families You Choose	On Sudden Hill Meesha Makes Friends Marshal Armstrong is New to Our School Jeffrey gets the Jitters Lost and Found

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Powers	It's good to be me Have a go Teamwork	Persevere Celebrate difference Make mistakes	Explore Aim high Persevere	Teamwork Have a go Make mistakes	Celebrate difference It's good to me be Persevere	Explore Aim high Have a go
Year 2 – core learning	Values School values British Values Rule of Law – class charter Democracy – school council Individual liberty – emotions and worry monsters Respect and Tolerance – how they are special	**Being Healthy** Name parts of the body Being healthy - Physical exercise, sleep, mental wellbeing	**Rights Respecting Education** Wants vs needs UNCRC Article 12 & 13 – voice of the child Article 23 & 30 – protected characteristics Articles 24 & 28 – health and education Other rights in UNCRC	**Respectful relationships** Stereotypes Teasing and bullying Conventions of courtesy and manners Online relationships	**Being Safe** Fire, electricity, around the home (drugs)	**Caring friendships** Characteristics of friendship Ups and downs of friendship How to solve friendship problems
Let's remember	Learning Powers for this term	RRE Water, hand washing Dental hygiene, sugar, healthy diets and teeth	Keeping healthy – body parts, physical exercise, sleep and mental health Clever Never Goes	RRE – general, education, health Protected characteristics	What is PSHE? Colour Monster Worry Monsters Clever Never Goes Keeping safe in school	
Y2 Books in Lessons	Only One You If I were Prime Minister		The Proudest Blue For Every Child	Julian is a Mermaid Tyrannosaurus Drip How to be a Lion Freddie and the Fairy (re-read)		The Bear and the Piano The Paper Dolls
Events		**Children in Need** **Be Bright Be Seen** **Christmas**	**Lunar New Year**	**Comic Relief** **World Book Day**		**Traveller Month**
Assemblies	Stories Jesus told (linked to Learning Powers; no Year R)	Learning Powers and Core Values	Safeguarding: trusted adults, sharing worries; NSPCC	Safeguarding: relationships; Clever Never Goes	Climate and the environment	TBC – respond to events/need as identified by staff/through PSHE assessments etc.