

Mrs. Bland's Infant and Nursery School



Relationships and Sex Education Policy

Policy reviewed: October 2024

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1.0 Aims

The aims of relationships and sex education (RSE) in our school are to:

- Provide a framework in which sensitive discussions can take place.
- Support children in understanding of health and hygiene.
- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of basic body awareness and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.

2.0 Statutory requirements.

As a primary academy we must provide relationships education to all children as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all children a curriculum that is similar to the National Curriculum. SRE is not compulsory in primary schools.

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

At Mrs. Bland's Infant school, we teach RSE as set out in this policy.

3.0 Policy development

Mrs. Bland's Infant school's policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the content of policy.
4. Ratification – once amendments were made, the policy was shared with the Governing Body.

4.0 Definitions

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The teaching is tailored to include those topics which are relevant to specific age groups.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5.0 Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, considering the age and needs children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on the following elements but as we are an infant school, these are not applicable until the children move to junior school:

- *Preparing boys and girls for the changes that adolescence brings*
- *How a baby is conceived and born*

6.0 Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Children also receive stand-alone sex education sessions delivered by teachers using a carefully tailored curriculum.

Relationships education:

This focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Health Education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Medicines and how they affect our bodies
- How to seek help in an emergency
- Using the correct names for bodies including genitalia

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

7.0 Roles and responsibilities

- The Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

7.1 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory/non-science components of RSE.

7.2 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual children
- › Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.3 Children

When discussing issues related to RSE, children are expected to treat others with respect and sensitivity.

8.0 Parents'/carers' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents are consulted annually prior to the teaching of sex education in second half of the summer term, where they are shown the content to be covered and offered the opportunity to ask any questions.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative provision will be made for children who are withdrawn from sex education.

9.0 Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The PHSE co-ordinator provides training and advice to staff on the delivery of SRE.

10.0 Monitoring arrangements

The delivery of RSE is monitored by PSHE co-ordinator.

Children' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher, Catherine Rose annually in partnership with teachers and the governing body. Amendments are ratified by governors; the policy will be approved by the governing bod

Appendix 1: Curriculum map

Health, Relationships and sex education curriculum map

Reception	Be Healthy, Be Safe	Relationships	Changes and Transition
Year 1	<p>Be Healthy, Be Safe</p> <p>Understanding the difference between healthy and unhealthy.</p> <p>Exploring healthy lifestyle choices for body and mind (food, cleanliness, activities that promote a positive mental health).</p> <p>Knowing that germs cause illness and that medications are good when used properly.</p> <p>Knowing how to keep ourselves safe (strangers, road safety and keeping safe in the sun).</p>	<p>Relationships</p> <p>Exploring the different types of relationships we have with those around us.</p> <p>Exploring how family units can be different.</p> <p>Knowing how to be a good friend what acceptable physical contact is with friends.</p> <p>Understanding what bullying is and how to seek help.</p>	<p>Changes and Transition</p> <p>Exploring the basic lifecycles of animals and humans (baby, young child, adult).</p> <p>Understanding that growing up is not something we can control and how our bodies and abilities change.</p> <p>Naming body parts including male and female parts using the correct names.</p> <p>Exploring feelings related to the transition to the next year.</p>
Year 2	<p>Be Healthy, Be Safe</p> <p>Exploring healthy lifestyle choices and how to remain motivated in making them.</p> <p>Understanding what it is to feel stressed and knowing how we can help ourselves feel more relaxed.</p> <p>Understanding a healthy relationship with food is and choosing the right foods to meet the different needs of your body.</p>	<p>Relationships</p> <p>Explore the different members of our families and recognise the importance they all play and how we value them.</p> <p>Understanding different types of physical contact and what is acceptable.</p> <p>Work through problem solving techniques to resolve conflict with friends.</p> <p>Explore secrets and when it is ok to keep these or share them. Knowing who in the community is there to help you.</p>	<p>Changes and Transition</p> <p>Explore the human lifecycle from being a baby to old age. Know this is a process we can't control.</p> <p>Understanding the abilities we have at different stages, including how this changes in old age.</p> <p>Understand the physical difference between boys and girls and knowing the correct names for male and female body parts.</p> <p>Explore different types of touch and what is appropriate or not appropriate.</p> <p>Exploring feelings related to the transition to the next year.</p>

Appendix 2: By the end of primary school children should know the following (delivered in an age-appropriate manner at infant school):

<p>Families and people who care for me</p>	<p>Children should know:</p> <ul style="list-style-type: none"> • 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 marriage¹³ 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.
<p>Caring friendships</p>	<p>Children should know:</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Children should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • 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	<p>Children should know:</p> <ul style="list-style-type: none"> • 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	<p>Children should know:</p> <ul style="list-style-type: none"> • 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 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	