



Relationships and Sex Education Policy

Date: Summer 19

Approved by Governors: Summer 19

Review Date: Summer 22

Subject Leader: F. Jackson

Spixworth Infant School Relationship and Sex Education (RSE) Policy

Spixworth Infant School offers a broad and balanced curriculum, that aims to meet the needs of every child and provides the opportunities for children to achieve their full potential in all areas of their development. This includes promoting the spiritual, moral, social and cultural development of our pupils and preparing them for the opportunities, responsibilities and experiences of later life. RSE is lifelong learning about physical, moral and emotional development and the understanding of the importance of loving and caring relationships. RSE is part of our PSHE curriculum.

This policy will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Aims and Objectives

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The objectives of RSE are:

- To provide the knowledge and information at an age appropriate level.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- Providing an inclusive learning environment which is safe and empowering for everyone
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthy and safe lifestyle.
- To respect and care for their bodies.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Values Framework

All those who teach aspects of RSE within school will be guided by the following values framework which represents the values held in common by the whole school community and our rights respecting school award. The teaching of RSE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The Teaching and Organisation of RSE

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Spixworth Infant School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

During lessons pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket' (each class base will have a basket available for questions).

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the staff can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, staff are required to respond in accordance with the school's safeguarding policy.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through half termly parent teacher meetings, parent forums, sharing afternoons whereby parents can come in to the classrooms, providing a valuable opportunity to develop awareness of emerging RSE topics, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

RSE is taught as part of PSED, Understanding the World and RE in the EYFS. RSE is taught within the PSHE programme at Key Stage 1. Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within RE.

Elements of RSE may also be addressed across the wider curriculum including, but not limited to, philosophy, school council meetings, e-safety sessions, learning circles, assemblies and Forest Schools. For more information on how RSE fits within our PSHE curriculum, please see our PSHE curriculum statement on our website.

Science Curriculum – Animals, including humans

Year 1 Statutory Requirements

Pupils should be taught 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.

Year 2 Statutory Requirements

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Our PSHE curriculum is based upon recommendations by the PSHE Association and relates to the following themes:

Key themes: Physical Health and Mental Wellbeing; Relationships (RSE); Living in the wider world – Economic wellbeing and being a responsible citizen

RSE themes:

- My feelings
- My Body
- My relationships
- My beliefs
- My rights and responsibilities
- Asking for help

The specific aspects taught remain flexible to ensure that we are able to best meet the needs of our pupils and prioritise topics that are most relevant at any given time.

Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals.

Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Dealing with Difficult Questions

Staff will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Staff may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Staff can refuse to answer a question that they feel is inappropriate. Staff will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a member of staff does not answer a question, the pupil will have the reasons for this decision clearly explained. The staff member will work

with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

The following ground rules should be adhered to:

- All pupils will be listened to and respected when opinions are passed
- Staff must be aware of different backgrounds, religious and cultural differences.

Equal Opportunities

It is important to us to ensure that all pupils are given equality of opportunity and access to RSE within the curriculum. We will ensure that provision meets the needs of all children respecting pupils' different abilities, level of maturity and personal circumstances, for example faith, culture, sexual orientation, and gender identity. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with specific needs.

Safeguarding / Confidentiality

Staff need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If staff have any reason to believe a pupil is at risk, they will speak to the Designated Safeguarding Lead and follow the school's safeguarding procedures. A member of staff cannot promise confidentiality if concerns exist.

APPENDIX:

Letter to Parent/Guardian

Dear Parent/Guardian

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for RSE Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

Heidi Jordan