

Great Moor Infant School



Relationships and Sex Education Policy (RSE)

Introduction

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Great Moor Infant School considers that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.
- PSHE contributes to the safeguarding of our children, providing them with the skills to manage in a range of circumstances.

We believe that Relationships and Sex Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

We strongly believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

We aim to achieve this by

- Providing PSHE Education that is dynamic, relevant, and age-appropriate for the challenges and contexts of modern life as part of our commitment to broad outcomes for children.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBT parents, adoptive parents, foster parents/carers (amongst other structures).
- Providing our pupils with the starting blocks of Relationships and Sex Education in an age appropriate way, that contributes to lifelong learning and pupil well-being in a safe and controlled environment.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies available in school, and on our website and supporting them should they have questions or concerns about RSE.
- Working collaboratively with partners and agencies such as healthcare professionals and other organisations to enrich and support pupil's learning in Relationships and Sex education where appropriate.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality and Diversity Policy
- RE Policy
- Anti-Bullying Policy
- E-safety Policy
- Teaching & learning policy

Definition of Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Definition of Sex Education

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). The programme of study provides the children with the skills they need for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place. Our content is tailored to the age, and physical and emotional maturity of our pupils.

At Great Moor Infant School we will use the correct terminology for naming the internal and external genitalia. The following words will be used: penis, testicles, vulva, vagina and anus.

These words will be taught explicitly, in an age-appropriate way, within PSHE lessons in KS1 as they are a statutory requirement in relation to the Science Curriculum – naming external body parts.

It is also important for our children to be able to articulate the names of their body parts, using the correct terminology, for safeguarding reasons.

As a whole school we will use these words, where appropriate, as part of our day to day life to normalise the use of this terminology.

Aims of Relationship and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- To give children the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand what a healthy relationship is both on and offline
- Ensure children know how and where to access appropriate support

Safeguarding & Confidentiality

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue

If a staff member has any concerns or a child discloses information giving cause for concern, the school's safeguarding policy will be followed.

Equality and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

- Ensuring that the nine protected characteristics are considered within teaching.
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.

Role of the Head Teacher

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about our RSE policy.
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Role of Subject Lead/Team

- Overseeing the delivery of the subjects (RSE and PSHE).
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

The Governing Board should make sure that: -

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content.
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Organisation of the Curriculum

RSE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Great Moor Infant School we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils.

At the point we consider it appropriate to teach pupils about LGBT+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

- All teachers will have responsibility for planning and delivering RSE.
- Everyone involved in the teaching of RSE will follow the school policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE.

At Great Moor Infant School we follow the 1Decision Scheme of Work. The 1Decision Scheme of Work provides us with the framework and structure to effectively deliver RSE across KS1. 1Decision is part of Headway Education and has been kite marked by the PSHE association (the effective governing body for the subject in the UK) as being a quality assured product. The 1Decision resources provided are flexible and can easily be adapted by class teachers to suit the needs of their class. Within our lessons a number of teaching strategies will be used to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils.
- Dealing with children's questions in an appropriate manner. Teachers will always attempt to give straightforward, factual answers, whilst making professional judgements such as
 - whether to answer immediately or at a later time;
 - whether to answer in the whole class situation or on an individual basis;
 - in what depth to frame the answer;
 - whether to refer the question to parents.
- Using discussion and age appropriate materials.
- Encourage reflection and discussion
- Play-based learning opportunities
- Correct use of biological terms. It is vital that language used is clear, agreed by all staff and is non-offensive.

In KS1 the RSE curriculum will be taught as part of our PSHE curriculum using a scheme of work. Learning will be taught through a range of recurring themes, which pupils will experience each year. Each year the teaching will be age appropriate and the children's learning will be progressively deepened.

At Great Moor Infant School we follow the 1Decision scheme of work, which is split into 9 themes.

The scheme of work maps out the lessons/units for each year group, within KS1. The themes are revisited

as the children move through the school, building on and deepening their learning year on year. The nine themes are:

1. Keeping/staying safe	4. Being responsible	7. Our world
2. Keeping/staying healthy	5. Feelings and emotions	8. Hazard Watch
3. Relationships	6. Computer safety	9. Fire Safety

For more information please see The Appendices.

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. There will be cross-curricular links, wherever possible, with other subjects. For example with Science (being unique, the human body and the life-cycle of a human), Computing (learning about e-safety) and discrete PSHE lessons.

Assessment

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge individuals' progress. As part of the 1Decision scheme, the children will complete a baseline assessment at the start of each module in Year 1 and will complete a Summative Assessment when they complete the module in Year 2.

Pupils also have the opportunity to reflect upon their personal learning experience and record their understanding in a range of ways, including: - class discussions, group work, questionnaires / surveys, and peer assessment.

Pupil voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE with teaching staff to ensure consistent and coherent curriculum provision including -

- Self-evaluations
- Lesson observations
- Learning walks
- Staff audits
- CPD opportunities
- Progress Tracker

Consultation & the Role of Parents & Carers

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 at our school through mutual understanding, trust and co-operation. 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 schools safeguarding policy.

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

Language

At Great Moor Infant School 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 of Withdrawal

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum within KS2. This is where the taught lessons of Sex Education go above and beyond what is covered within the National Curriculum for Science.

(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

The Role of External Agencies

The school may liaise with external agencies to support and compliment the schools PSHE/RSE programme of study. All agencies will be aware of the schools policies and procedures and their role within them. Any matters reported by visitors will be dealt with in line with our Safeguarding Policy. We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

Review

- The policy will be reviewed annually.
- The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- The governing board is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Head Teacher ***Yvonne Dobson***

Chair of Governors ***Janette Johnson***

Policy Review Date **July 2022**

Appendix 1 – 1Decision Progression Route

Suggested for years 1 <i>5-8 Resources</i>	Suggested for years 2 <i>5-8 Resources</i>	Suggested for years 3 <i>5-8 Resources</i>
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative
OUR WORLD	OUR WORLD	OUR WORLD
Assessment - Baseline Growing In Our World	Living In Our World Working In Our World	Looking After Our World Assessment - Summative
HAZARD WATCH		
This module is suggested for years 1-3 and can be delivered where suitable		
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative		