

BIDBURY INFANT SCHOOL



Relationship and Sex Education Policy

Purpose

The purpose of this policy is to describe our practice in RSE and the principles upon which this is based.

Statutory requirements

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

We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory 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.

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relations_hips_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Definition

Relationship and Sex Education in Infant Schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and person identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self esteem and confidence to view themselves in a positive way.

Aims

The aims of RSE at Bidbury Infant School are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on delivering children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives.

At Bidbury Infant school we place high value and importance on family life and we aim to reflect the different backgrounds our children come from. We will help the children develop knowledge and understanding of what caring and loving families are.

The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something.

Our aim is for the children to develop feelings of self-respect and pride in themselves. We aim to develop the children's empathy towards others, understanding that although people and families may be different, everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

Roles and Responsibilities

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

The RSE leader is responsible for providing an overview of the subject across the school to inform staff planning and to advise in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. The RSE leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The RSE leader is responsible for the planning and implementation of any subject specific events which are ran in the school.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Delivery of RSE

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

Aspects of RSE are referred to in whole school and year group assemblies, especially when exploring themes such as tolerance, respect and understanding of others.

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

At Bidbury we carry out the main RSE curriculum in PSHE lessons however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They

learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

EYFS

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (Years 1 - 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Planning

EYFS

In the Early Years Foundation Stage 'Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.' (Early Years Foundation Stage)

Staff will follow the requirements of the 'Early Years Foundation Stage' document.

Personal, Social and Emotional development is one of the three Prime areas which underpin the areas of learning.

- Managing feelings and behaviour
- Making relationships
- Self-confidence and self-awareness

KS1

RSE is planned and taught through the Science and the PSHE curriculum alongside PATHS, Speaking and listening and the wider curriculum. The overview for what should be taught within each half term is outlined within the PSHE programme of study. Learning objectives for each year group will be covered through the relevant term to ensure progression and continuity. Elements of RSE will be delivered through the PSHE curriculum with some being delivered through PATHS, RRR and the Science curriculum. For example areas of Positive Relationships will be delivered in the spring term through sessions on 'Respecting Similarities and Differences' and personal and online safety will be taught in the summer term through the PSHE curriculum. Sessions on mental health and well-being and

physical health and fitness will be taught/delivered through everyday practice and through themed focus days/week across the school. These may include mental health week to raise awareness and yoga and meditation sessions used daily across the school.

Teaching

RSE is taught in a safe learning environment through the use of group agreements and distancing techniques so that pupils are not put 'on the spot' or expected to discuss their own personal issues. In most cases, teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the RSE leader for advice and support.

RSE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up and sex and relationships. It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vagina, penis and testicles (in Year Two). Using this vocabulary will ensure that children are able to use appropriate language and develop the confidence to describe unwanted behaviours.

Staff

All staff are responsible for:

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

Class teachers are responsible for teaching RSE at Bidbury

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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 head teacher.

Parent Partnership

We work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and settle any fears that may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

Parents

The school is well aware that the primary role in children's RSE 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 cooperation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE

- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

Parents' right to withdraw

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

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

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Assessment

Pupils existing knowledge needs to be the starting point of all RSE work. The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from other elements of RSE is assessed as part of the PSHE provision.

Confidentiality and Safeguarding

Teachers conduct all lessons in a sensitive manner. However if a child makes a reference to being involved or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the child protection and safeguarding policy . Staff will respond in a similar way if a child indicated that they may have been victim of abuse or exploitation. If any member of staff has concerns, they will draw these to the attention of DSL and head teacher as a matter of urgency. Disclosure of female genital mutation must be reported to the police. Legally the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage children to talk to their parents and carers to provide support. If confidentiality has be to broken, pupils are informed first and then supported by the designated teacher through the whole process.

Monitoring

RSE is regularly evaluated by the subject leader. The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The RSE subject lead will attend courses/training events to ensure their subject knowledge is up to date. Termly monitoring activities involving staff and children will enable the subject leader to monitor what is being taught and delivered across the school. Any changes or updates to the RSE curriculum will be discussed with staff during curriculum meetings.

Monitoring and Review

The governor with responsibility for RSE is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangement.

Written October 2020

Review October 2023

Signed  (Chair of Governors)