

Lowe's Wong Infant School

**Relationships and
Sex Education Policy**

Date: Autumn 2023

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

The principles of positive relationships also apply online...When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives

RSE Statutory Guidance- DfE 2019 and Relationships Guidance 2020

This policy has been written in consultation with the following guidance:

- Relationship and Sex Education Statutory Guidance (DfE 2019)
- Relationship Guidance Primary (DfE 2020)
- QCA PSHE&C Curriculum Framework (2000)
- National Curriculum for Science (2000)
- National Healthy School Standard (2006)
- EYFS (2008) and (2021)
- Staff and Governors
- Parents and carers

Context

Background

Lowe's Wong Infant School is an aged 4 to 7 years old school, serving Southwell and surrounding areas. There are currently 161 children on roll. The vast majority of the children are from White British backgrounds. 8% of the children are eligible for free school meals. We have a range of abilities within the school, including pupils with additional needs; autistic spectrum; dyslexia; and a high percentage of able pupils.

Lowe's Wong Infant School has achieved Healthy Schools Status and is committed to maintaining a high level of provision to support, develop and maintain the health and well-being of pupils, staff and other relevant members of the school community.

Rationale

As an infant 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 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.

RSE in Lowe's Wong Infant School builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about relationships, their health and well-being both now and in later life.

Policy Formulation

This RSE policy has been developed using a whole school approach and a consultation has taken place with Staff, Governors, Parents and Carers. Staff worked together to identify the statutory requirements and consider how these would be taught in our school. Our 'Let's Grow' work book was developed with staff during staff meetings. Staff, Governors, Parent and Carers had the opportunity to read the policy and resources and feedback any thoughts to Mrs Jen Macintyre (PSHE/RSE lead) or Mrs Aly Speed (Head Teacher). Following this consultation some slight alterations were carried out before the policy and resources were completed and ready to use.

The policy will be reviewed on an annual basis, and will next be reviewed in February 2023. This review will be led by the PSHE Lead and will be informed by: staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; the results of parent questionnaires; new resources becoming available; requirements of the maintenance of our Healthy Schools' Gold status; and pupil needs.

Roles and Responsibilities

The PSHE Lead has the following responsibilities:

To lead the annual review of the RSE policy

- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements DfE RSE Guidance 2019
- To lead on the evaluation of the RSE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective RSE

The PSHE Governor has the following responsibilities

- To ensure that an up-to-date RSE policy is in place and is made available to parents and for inspection
- To ensure that the RSE policy and curriculum are in line with the DfE RSE Guidance 2019
- To ensure that the policy and programme reflect a whole school approach

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support RSE, is doing so in line with the school's RSE policy, and other relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing children's progress against the agreed learning outcomes and providing reports to parents.

Links to other relevant policies

The RSE policy links to the following school policies:

- Equality
- PSHE
- Confidentiality
- Child Protection
- Drugs Education
- Special Educational Needs
- Health & Safety
- Educational Visits
- Anti-bullying

Aims and Objectives

Aim:

Relationships education 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

Objectives:

- To raise pupils' self esteem and confidence, especially in their relationships with others
- To develop an awareness of the importance of relationships and enable children to practise skills that will help them to build and maintain them
- To provide factual information at an appropriate level for 4 – 7 year olds
- To respect and care for their bodies
- To encourage respect for difference and diversity
- To work in partnership with, and support the role of, parents and carers
- To model positive relationships throughout the school
- To give opportunities for pupils to develop and practise decision-making skills with regard to the range of possible consequences

- To promote, and encourage children to make healthy lifestyle choices.

Moral and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework, based upon the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others with different backgrounds or views
- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment
- Everyone has responsibility for their own actions
- All members of the school community are equally valued

Equal Opportunities

Lowe's Wong Infant School encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of RSE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected.

We recognise that children at the school may come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

Working with Parents and Carers

We recognise that parents and carers are key partners in our delivery of a RSE programme for pupils at the school. The RSE we deliver is designed to support the important role of parents and carers in this area.

Consultation

This policy was developed following a consultation process with staff, parents and carers and governors. In order to ensure that the RSE policy remains relevant and incorporates the views of all key stakeholders there will be an ongoing process of consultation.

RSE Curriculum

Content

The program we follow will be sensitive to the age and experience of our pupils. It will be delivered through the personal, social, health, and citizenship education and the National Science curriculum. At the beginning of each year we assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

Relationships education 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

Legal requirements

All schools must teach Relationship Education, which is statutory in Primary schools from September 2020 (extended to Summer term 2021, due to Covid-19)

National Curriculum Science

Foundation Stage

- Children learn about the concept of male and female, and about young animals. In ongoing PSHE work they develop skills to form friendships and think about relationships with others. Children learn about ways to stay safe online.

Key Stage One

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Children will name main parts of the body, including proper names for penis, testicles, vagina, breasts and nipples. They will learn about personal safety and ownership of their own body.
- In Year 2 prior work will be reinforced and the booklet 'Let's grow' completed and sent home to support discussions if the parents and carers wish.
- Children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things can reproduce.
- They learn about the importance of personal hygiene to maintain good health.

PSHE and RE

- Children reflect on family relationships, different family groups and friendship.
- They learn about rituals and traditions associated with birth and marriage and talk about the emotions involved.
- They begin to cooperate with others in work and play.
- Begin to recognise the range of human emotions and ways to deal with them.

- They learn about personal safety.
- Begin to understand about making choices.
- Reflect on gender stereotypes.

Computing

- Children learn about what information to provide to others online.
- They recognise why it is important to be kind and polite online and in real life, and that not everyone is who they say they are online.

Delivery

RSE programme will be taught through PSHE lessons, Science, and RE. There will also be opportunities for more informal RSE through assemblies, circle-time, story-telling, and pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within and outside of the school setting.

The range of teaching and learning strategies employed in the delivery of RSE include watching videos, discussion, role-play, drama, matching exercises, drawing and writing. Individual teachers will ensure that all pupils are able to access the activities at an appropriate level.

RSE will be delivered by members of the teaching staff with support from relevant outside speakers, as necessary. Teaching students should not deliver RSE.

Resources

Resources are chosen by the PSHE Leader and in consultation with Staff, Governors, Parents and Carers who ensures that they reflect the needs of children within the school. The PSHE Leader consults national and local guidance on appropriate RSE resources and then judges their suitability for use with our children.

We use the following resource to support our delivery of RSE:

- 3D PSHE
- N.S.P.C.C. 'Talk Pants' education resource
- 'Let's Grow' work book

We will remain flexible in our choice of resources and may select others to suit the needs of particular individuals/groups. Teachers will adapt resources to fully address the needs of all children within their class.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around relationships and sex issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information.
- In some situations staff will sensitively turn the question back on the pupil to establish what they already know, for example "That's a very interesting question, I wonder why you are asking that"

or ask the rest of the class whether they know the answer “Does anyone else know the answer to that question?”

- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer to the parent or carer.
- If a child asks questions about relationships and sex that is over and above the norm for the class the parents or carers will be informed.

Assessment

Informal assessments are made regularly to inform future planning and the needs of the children. From time to time samples of work may be assessed to monitor progression and continuity.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Lowe’s Wong Infant School have a duty to safeguard the well-being of children. We recognise that the open discussion associated with PSHE/RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations the teacher will consult the school’s Designated Safeguarding Lead. The Designated Safeguarding Lead will then work in line with the relevant school policies in terms of any further action that may be taken.

Documents Referenced in this Policy

The following documents were referenced during the development of this policy:

- Relationships and Sex Education Statutory Guidance DfE 2019
- Relationship Guidance Primary (DfE 2020)
- Sex and Relationships Education, Guidance for Nottinghamshire schools.
- National Curriculum Science orders and PSHE Framework
- Learning and Skills Act 2000
- Ofsted Report on SRE 2002
- Laying the Foundations – SRE in primary schools – NCB, 2006
- EYFS 2008/ 2021