

Relationships, Sex Education Policy (from 2020)



The Subject Leader will be able to articulate the long and medium-term thinking and planning of their subject, including the rationale for content choices and curriculum sequencing. They will be able to explain how their subject flows from intention, to implementation, to impact. They will have an overview of how children are progressing within the subject and what the intended endpoints are.

They will share this regularly with the Senior Leadership Team and Governors (written or verbal report)

Approved by:	T&L committee	Date: 09 March 2021
Last reviewed on:	Jan 2023	
Next review due by:	Jan 2024	

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition.....	4
5. Curriculum.....	4
6. Delivery of RSE.....	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training.....	5
10. Monitoring arrangements.....	6
Appendix 1: Rainbow Values.....	7
Appendix 2: Curriculum Map.....	8
Appendix 3: DfE Statutory Guidance What children should know, Underwear Rule	9

1. Aims

The focus of RSE in our school is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships, and relationships with other children and adults. The aims of relationships and sex education (RSE) at our school are to:

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

Our RSE curriculum embodies our school values and vision, encouraging our children to be independent, curious and resilient learners, and preparing them for life-long learning and success. Our school's embedded 'Rainbow Values' (**R**espect, **A**im high, **I**nclude everyone, **N**ever give up, **B**e yourself, **O**pen your mind and **W**ork together) are fundamental to our RSE curriculum. (See Appendix 1)

2. Statutory requirements

As a maintained primary school we must provide relationships education to all children as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the correct vocabulary to describe themselves and their bodies, as 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](#).

At Southbourne Infants we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and governors. The consultation and policy development process involved the following steps:

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation - parents and any interested parties were invited to comment on the policy
3. Pupil consultation - through the School Council and through monitoring engagement and understanding of our RSE curriculum and planning consultation activities into RSE lessons (throughout the year).

4. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 2.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. It is taught through a Question based model; the programme is structured around an overarching question for each half term. Teaching builds according to the age and needs of the children with developmentally appropriate learning objectives given to respond to each key question.

Our curriculum will be differentiated and personalised to ensure accessibility for children with SEND. Content and teaching will be tailored to meet the specific needs of children at different developmental stages.

Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see Appendix 2 and 3.

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. Roles and responsibilities

7.1 The Governing Body

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

7.2 The headteacher

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

7.3 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

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. RSE will be taught by all staff within the school with a classroom role.

7.4 Children

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

8. Parents' right to withdraw

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

Our school does not provide any sex education that is in addition to that covered in the science curriculum.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The teachers may also invite visitors from outside the school, such as school nurses or other healthcare professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Linda Sherlock (SENDCO) through:

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. PSHCE co-coordinator will monitor the provision of RSE through learning walks, book scrutinies and pupil conferencing.

This policy will be reviewed annually, and approved by the Teaching and Learning committee.

Appendix 1: Rainbow Values

R - Respect

We aim to listen to others

We aim to be kind when we disagree

We treat others, our environment, and the wider community as we would like to be treated

A - Aim High

We try to be better than last time (we want to succeed or improve)

We plan and think things through

We always try to do our best

We try to have an understanding of our learning journey; where we come from and where we need to go

We have a thirst for learning and seek challenges to improve our understanding

We want to share our new learning and knowledge with others, becoming an 'expert'

I -Include Everyone

We value differences and celebrate diversity

We aim to ensure that all children and adults are treated with understanding, consideration and are given equality of opportunity

We celebrate the achievements of all

N—Never Give Up

We keep going even when we are finding things challenging

We try new strategies

We know when to ask for help

We aim to be brave, have a go, and don't worry if something goes wrong

We accept that mistakes are positive because we can learn from them and grow our brains

We consider all options and are not afraid to have a go

B - Be Yourself

We aim not to compare ourselves to others

We feel proud of our efforts

Our own thoughts and ideas are valued

We have pride in ourselves and our work

O—Open your Mind

We are happy to let our imaginations go

We aim to be curious and ask questions

We are excited to try new things

We accept feedback and use it to make improvements

We embrace problem solving, and have the confidence to explore the unknown

W—Work Together

We work as a team, together with our children, their families and the local community

We co-operate with others and share ideas, opinions and resources

Appendix 2: Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Getting to know you and making friends Learning to share	How do we keep ourselves safe? Let's Celebrate	Who are the people who help us?	How do we keep ourselves healthy?	How do I feel?	How do we cope with change?
Year 1	What is the same and different about us?	Who is special to us?	What can we do with money?	What helps us stay healthy?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What helps us to stay safe?	What is bullying?	What jobs do people do?	What helps us grow and stay healthy?	How do we recognise our feelings?

Appendix 3: Statutory Guidance from DFE

By the end of primary school children should know

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	<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 marriage 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
Caring friendships	<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

TOPIC	CHILDREN SHOULD KNOW
Respectful relationships	<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 • 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	<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

TOPIC	CHILDREN SHOULD KNOW
Being safe	<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

What is the Underwear Rule?

The Underwear Rule is a simple way to help keep children safe from abuse. It teaches children that their body belongs to them, that they have the right to say no, and that they should tell an adult if they're upset or worried.

In Key Stage One we will be teaching our children the NSPCC's Underwear Rule, using the 'PANTS' acrostic. During these discussions we aim to teach our pupils the following important safety skills without giving explicit information, telling scary stories or even using the term "sexual abuse." PANTS stands for:

- Pants are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

All lessons will be delivered in a way that's fully age appropriate.

If you have any questions or concerns please do not hesitate to get in touch. More information about the Underwear rule can be found at:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>