



Relationships and Sex Education (RSE) Policy

To be reviewed three yearly
Chair of Governors, Jane Jones

Signed

East Preston Infant School RSE Policy

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1.0 Introduction

This policy relates to the specific aspects required to deliver the RSE curriculum. All other aspects can be found in the following policies:

- Personal Social Health Education (PSHE) Policy
- Teaching and Learning Policy
- Special Educational Needs (SEND) Policy
- Safeguarding / Child Protection Policy
- Therapeutic Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Assessment Policy
- Learning Outside the Classroom (LOtC) Policy
- Curriculum Long-Term and Medium-Term Planning documents

Relationships and sex education (RSE) is life long learning about the characteristics of positive relationships through physical, moral and emotional development enabling children to lead healthy and fulfilling lives in adulthood. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE education is delivered within the school's Personal Social Health Education curriculum (PSHE).

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.



In this policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 5 – Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up so that they can enjoy their rights properly.

Article 9 – Children must not be separated from their parents unless it is their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 18 – Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

1.1 RSE and its place in the curriculum

Intent:

At East Preston Infant School, we aim to ensure that children develop a sense of who they are, the value of positive relationships and their belonging within their own families, the local community and the wider, more diverse society within the UK and our world.

Implementation:

Our curriculum and our Rights Respecting ethos have been carefully designed to develop tolerance, respect and self-esteem and are appropriate to the age and maturity of our young children.

Through our Therapeutic Thinking approach, we teach children to be aware of their own thoughts and feelings as they happen, teaching them to use strategies to manage these so they can become independent in regulating their emotions and building resilience.

Through weekly lessons, as well as through other curriculum links, e.g. Science, RE, Computing, assemblies we develop children's understanding of appropriate social skills and establishing boundaries around respectful relationships, including being able to recognise and challenge bullying. Create an atmosphere where questions and discussions can take place without embarrassment.

Mental health/mindfulness sessions are included in order to support the children's development of strategies to recognise and balance their mental well-being.

Alongside this the children are exposed to a wider range of PSHE/RSE experiences throughout the year, such as community links with local elderly residents, disability groups workshops, celebrating diversity through both our curriculum and assemblies.

Intended Impact:

Through RSE, our children will:

- become happy, confident citizens who have developed the key skills and knowledge necessary for the next stage of their learning.
- develop the skills and knowledge needed to live healthy, safe, productive and fulfilling lives, where they are able to make informed choices and to identify and manage risk.

The school maintains the Gold 'Rights Respecting Award' and the 'BIG (Anti-Bullying) Award' in recognition of the children's ability to demonstrate skills and knowledge in PSHE/RSE.



1.2 Legislation

Relationship and Sex Education became compulsory in primary schools in September 2020. Primary schools are required to teach the elements of sex education contained in the science National Curriculum (2014). The RSE policy has due regard for the Equalities Act 2010 and schools: Departmental advice, which states that it is unlawful for a school to discriminate against a pupil by treating them less favourably because of their: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics). Section 405 of the Education Act 1996 states that parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Early Years Foundation Stage or the National Curriculum. At EPIS, we do not teach content that is outside of the statutory guidance.

2.0 Curriculum

2.1 Planning, Progression and Continuity

We have a commitment to ensure that our programme is relevant to all children and is taught in a way that is age and stage appropriate. Activities will be differentiated according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used to deliver the Early Years 3D PSHE for Reception children and the 3D PSHE programme for Key Stage 1 children. In this school we do not teach aspects that are outside of the statutory curriculum.

As part of the Early Years Foundation Stage (EYFS), children will learn about the concept of male and female and about young animals. In ongoing PSHE/ Citizenship work they develop an importance of having a positive sense of themselves, develop self-confidence and self-awareness, develop an appreciation of family life (including marriage/partnership), manage their feelings and appropriate behaviours, form friendships and think about relationships with others.

As part of the KS1 Science National Curriculum, pupils will be taught to notice that animals, including humans, have offspring, which grow into adults. Pupils will be introduced to the processes of reproduction and growth in animals, including identification of the main body parts, and where relevant associated senses. The focus will be on questions that help pupils to recognise growth; they are not expected to understand how reproduction occurs. We will not be teaching content outside of the statutory guidance and will not be using vocabulary that refer to genitals etc. Pupils are encouraged to appreciate the value of family life, marriage/partnership and the responsibilities of parenthood. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures.

2.2 Assessment and Recording

Reception year - all children are required to be assessed against all EYFS Prime and Specific areas which include the Prime area - Personal Social and Emotional Development and Physical Development area - Health and Self Care.

Key Stage 1 - The Relationships and Sex Education (RSE) statutory guidance sets out five main areas to which children should be judged by the end of primary education (Year 6). Assessments are made using professional judgement, based on the extent to which pupil's attainment, attitudes, values and personal development compare with those that would 'normally' be expected. Assessment proformas are used to indicate achievement against the end of year outcomes for the five core themes – Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe, as well as the areas of Health and well-being and Living in the wider world.

2.3 Scheme of Work

The School's Overview of the PSHE/RSE Scheme of Work

YR - EYFS Prime Areas – Personal, Social and Emotional Development and Physical Development can be found in Development Matters in Reception medium term planning on the Staff Shared. The Early Years 3D PSHE scheme of work is kept with the Early Years Leader.



Y1 and Y2 3D PSHE Programme

The master 3D PSHE file is stored in the PSHE resources cupboard. Schemes of Work can be found electronically on the Staff Shared, in the Co-ordinators file in the PSHE folder.



Content

The Early Years and KS1 3D PHSE programmes have three main themes; Health and Well-Being, Relationships and Living in the Wider World. Each are covered in increasing depth as the child moves through Reception and KS1 (see separate PSHE/RSE Progression Overview on the School's website).

Additional resources are incorporated to meet the needs of our community e.g. NSPCC resources to develop children's understanding of personal safety.



As part of our Rights Respecting ethos our children learn the 'High 5 Rights' (The Right to be: Educated, Listened To, Treated Fairly, Safe, Healthy) and our 'Golden Rules'. Specific Rights are included within the Key Stage One curriculum (see PSHE/RSE Medium Term Planning on the Staff Shared drive).



'Mindfulness Kids' cards are used, alongside wider resources, to support children's understanding and development of their mental health.



2.4 Staff Training

Training is given to all staff including:

- Support in planning and delivering the RSE curriculum, including the sharing of resources.
- Establishing 'ground rules' to help create a safe environment of mutual trust and respect in order that professional boundaries are maintained.
- Protocols for dealing with explicit questions.
- Dealing with children's disclosures.

2.5 Specific issues:

- Parental consultation

The school aims to build a positive and supporting relationship with the parents through mutual understanding, trust and cooperation. Provision for Relationship and Sex Education is inclusive of all pupils and consistent with the equalities duties. Any request by parents to discuss this policy or any comments as to how the information is received by the children would be useful in informing future planning and adapting the policy in the future. If parents have any questions regarding the content of the curriculum they should discuss these with the class teacher.

- Safeguarding / Child Protection / Confidentiality

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection/ safeguarding issue. When there is a concern, the staff member will inform the Designated Safeguarding Leads in line with the LEA procedures for child protection/ safeguarding. A member of staff cannot promise confidentiality if concerns exist.

- Inappropriate / explicit language or behaviour used by a pupil

If a pupil is displaying inappropriate sexual knowledge, the member of staff should record the issue and discuss the matter with the Designated Safeguarding Leads. The parents should be informed, unless there are child protection issues that would make this inappropriate. In such a case the matter should be discussed with the Head Teacher.

- Special Educational Needs and Disabilities (SEND)

Where necessary, personalised support may be required to enable pupils with SEND to access the RSE curriculum at their stage of learning.

- Explicit questions

As with any topic, children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way.

Through the use of ground rules at the start of sessions, children will be reminded that personal questions are not appropriate. They will also be encouraged to use the 'question box'. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class if it is outside of the curriculum content. Teachers may feel that it is not appropriate to answer some questions in front of the whole group, the teacher will then take time to talk on an individual basis about the question, and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- Sharing with a parent when an explicit question has been asked, in order for it to be discussed.
- If a question is personal, the teacher will remind pupils of the ground rules and may signpost the family to other agencies, such as, a counsellor, school nurse, help line etc
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and use the school's safeguarding procedures to address concerns