

Tuel Lane Infant School

Policy for Relationships and Sex Education (RSE)

March 2021

Review date March 2022

Rationale and Ethos

This policy covers our approach to Relationships and Sex Education (RSE)
It was produced through consultation with staff, governors and parents.

Our role is to prepare pupils for the opportunities, responsibilities and experiences of later life.
The purpose of RSE is to help children to be safe, healthy and happy as they grow up and in their future lives.

RSE must always be appropriate to pupils' age and stage of development and is an essential part of Safeguarding.

- We promote safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of development of pupils including friendship, families and safe relationships- in person and online.
- We give a positive view of the human body with honest and medically accurate information using the correct vocabulary to describe their bodies **as appropriate to age and maturity.**
- We aim to help pupils develop self- respect and nurture respect for the views, values and lives of others. Our teaching of RSE begins to explore personal identity and also diversity.

We challenge all forms of discrimination in RSE lessons and in every-day school life including gender, sexual orientation, race and religion.

Roles and Responsibilities

Responsibility for RSE ultimately lies with the Governing Body. The development and review of the policy is in the remit of the Curriculum and Pupil Support Committee (C&PS)

The Headteacher/ Subject Lead for RSE is responsible for:

- Ensuring that RSE is taught consistently across school
- Ensuring parents and carers are informed and involved in the teaching of RSE
- Providing support and training for teaching staff

Teaching staff are responsible for:

- Planning and delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Perceptively monitoring the engagement and progress of pupils
- Responding to the needs of individual pupils
- Using the correct agreed vocabulary
- Attending training, seeking support when needed

Legislation (statutory regulations and guidance)

DfE Statutory Guidance September 2020 states:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Documents that inform the school's RSE Policy also include:

Education Act 1996

Learning and Skills Act 2000

Education and Inspections Act 2006

Equality Act 2010

SRE for the 21st Century (supplementary Guidance) 2014

Keeping Children Safe in Education 2020

Children and Social Work Act 2017

The policy should be read alongside those for Science, RE and PSHE as the subjects are linked.

The aims of the policy reflect our school ethos and values and our determination to promote Modern British Values.

Curriculum Design

RSE is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Some biological aspects are taught within the Science curriculum and other aspects are included in RE and Computing.

The school uses Coram Education's SCARF (Safety, Caring, Achievement, Resilience and Friendship) scheme of work to ensure a whole school approach.

In RE we follow the locally agreed syllabus (2019-2024) *Believing and Belonging*.

RSE is taught through a range of teaching methods and interactive activities designed to encourage children to reflect and to talk about their learning. Resources are chosen carefully to ensure they are age and developmentally appropriate and positively reflect the diversity of 21st century modern Britain.

An overview of learning expectations by the end of primary school is attached.

RSE may also be taught through assemblies, pastoral support including targeted interventions, provision of signposting or referrals for parents/ carers and in response to specific events and incidents.

Pupils existing knowledge is the starting point for RSE. We have the same high expectations for RSE as other curriculum subjects. Teachers set planned objectives and assess the progress of the class/ group or individual against them. The elements of RSE that are covered in Science, RE or PSHE are assessed as part of those subjects.

Safe and Effective Practice

Care is always taken to support individual pupils who are considered to be vulnerable. These areas of learning are taught within the context of family life taking care there is no stigmatisation of children based on their home circumstances. Families can include single parents, LGBT+ parents, families headed by grandparents, foster/ adoptive parents and carers amongst others including children who have a different structure of support e.g. looked after children.

Teachers attempt to answer children's questions in a sensitive, age and developmentally appropriate manner. Individual teachers use skill and judgement and if necessary, seek advice and support from the RSE Lead. The following acts as a guide:

- Teachers will establish what is appropriate / not appropriate in a whole class setting. They will set the tone by speaking in a matter-of-fact way and ensuring conversation that follow in the same way
- If a pupil's question is inappropriate to address with the whole class, the teacher will acknowledge it and then return to it later individually.

Safeguarding

Teachers are aware that effective RSE, which brings and understanding of what is and what is not appropriate in healthy relationships, can lead to disclosures which in turn, may lead to child protection and safeguarding issues.

The school has robust safeguarding in place. Teaching staff immediately consult Designated Safeguarding Leads (DSLs) who are trained to follow clear recording and reporting procedures.

Parental Engagement in RSE

We recognise the prime role of parents/ carers in the development of their child's understanding of relationships and sex and aim to work in active partnership.

We ensure parents are made aware of the school's approach and rationale through initial publication of the policy and information at the time of annual review. The policy is available on the on the school website and referenced in the school prospectus.

Parent Governors are active on the C&PS reviewing committee of the Governing Body.

Wherever possible, elements of RSE will be shared with parents so they can encourage learning at home.

Parents and carers have a legal right to withdraw their children from dedicated sex education lessons but this does not apply to the relationships curriculum we provide in an infant school.

If a parent or carer has concerns about RSE provision, we will always take time to address their concerns. If concerns cannot be resolved informally, the school complaints procedure may be used.

Monitoring, Reporting and Evaluation

Evaluation of this policy is carried out by the RSE Lead and Headteacher. Views gathered from teachers, pupils where appropriate and parents may be used to make changes and improvements on an ongoing basis.

It may be necessary for Governors and parents to receive information or awareness training in RSE on occasions.

Useful Information

The RSE Curriculum

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

By the end of primary school pupils should know:

(NB. this is the statutory curriculum for the end of Year 6. We do not cover all of this in an infant school). The DfE guidance does not break the content into specific year groups or key stages as much will rest on the maturity and developmental stage of pupils and flexibility may be needed.

Families and people who care about me • 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 • 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

Respectful relationships • 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 • 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 B

Being safe • 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