



# **The Southwater Infant Academy**

## **Relationship and Sex Education Policy**

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**Next  
Review Date:** March 2021

**At The Southwater Infant Academy we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The academy will actively promote equality and foster positive attitudes and commitment to an education for equality.**

At Southwater Infants we believe that effective Relationship and Sex Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. We present RSE as part of the Personal, Social, Health Education (PSHE) element of the curriculum. This enables us to present RSE as part of a child's full and rounded development.

### **Moral and Values Framework**

Relationship and sex education will reflect the values of our academy ethos, PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition RSE will promote self esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Process for Policy Development**

The policy has been developed in consultation with parents/carers, teaching staff and non- teaching staff, and governors. We wish to build a positive and supporting relationship with our parents through mutual understanding, trust and co-operation. The Academy's RSE policy is shared with parents via the Academy's website. We aim to respond sensitively to any comments or questions should they arise.

### **Policy Aims**

The aim of RSE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The RSE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils to develop skills and to make the most of their abilities;
- To develop pupils' understanding of the importance of a healthier safer lifestyle;
- To provide a description of how RSE is delivered, monitored and evaluated in the Academy;
- To help pupils learn to respect and care for their bodies

- To help pupils, parents and carers learn how to gain access to information and support.

### **Values Framework**

All those who teach aspects of RSE within the Academy, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole Academy community. The teaching of RSE will encourage pupils to:

- Value and respect themselves;
- Value and respect others
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

**The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this Academy.**

### **Learning Outcomes for RSE within the Academy**

We teach the following as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage. The National Curriculum Science Curriculum coverage is as follows:

Key Stage 1 (Years 1 and 2)

- that animals including humans, move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of animals, including humans.
- that humans and animals can reproduce offspring and these grow into adults.
- to recognise similarities and differences between themselves and others.
- treat others with sensitivity.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs or disadvantage. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

In addition to the National Curriculum, Southwater Infants also covers the following in each key stage:

#### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and develop their understanding of themselves and relationships with others.

#### **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE 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. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **The organisation of Relationship and Sex Education**

The Headteacher is the designated teacher with responsibility for coordinating RSE.

Relationship and sex education is delivered through science, RE, PSHE, literacy activities, circle and reflection times. RSE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

### **Use of visitors**

‘Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.’

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to the academy, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE subject leader or Year Group leader will ensure that the visitors’ contributions to lessons are in line with the learning outcomes of the Academy’s RSE programme. A teacher will be present during the lesson.

### **Child Protection / Confidentiality**

Teachers are 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 issue. The staff member will inform the Designated or Deputy Designated Safeguarding Lead of any disclosures or concerns. Child protection concerns would override all other consideration including confidentiality.

### **Links with other policies**

This policy is linked with the following policies:

- PSHE
- Equality Statement
- Safeguarding
- Behaviour for Learning
- Anti-Bullying

- Online Safety

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, or seeking advice from the PSHE subject leader. At Southwater Infants, questions relating to specific sex education issues will be referred back to families.

### **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

### **Monitoring and Evaluation**

Monitoring and Evaluation of RSE The PSHE co-ordinator collects evidence for the monitoring and evaluation of the RSE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Any staff development needs will also be identified. RSE issues will be included in the induction programme for all new members of staff.

Any complaints about the content or delivery of RSE should be addressed to the head teacher.