



# **Relationship and Sex Education (RSE) Policy**

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## **Relationship Education Policy**

The Southwater Infant Academy is a Rights Respecting school. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.

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.

Article 24: Every child has the right to the best possible health.

Article 34: Governments must protect children from sexual abuse and exploitation.

This document was developed in response to the National Healthy Schools Programme and the Sex and Relationship Education Guidance DfE's 2000. This policy is also in line with the new RSE statutory government guidance 2020. At Southwater Infant Academy the RSE curriculum will be called 'Relationship Education' as we believe this reflects what we teach our children at an age appropriate level.

This policy should be read in conjunction with the following policies: -

- Health and Safety
- Online Safety
- Confidentiality
- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy
- Relationship and Sex Education Guidance – DfE

These can be found on the staff Sharepoint: Policies.

## **What is Relationship Education?**

We view the delivery of quality Relationships Education as a tool to safeguard children, the key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the nature and importance of stable and loving relationships as key building blocks of community and society, understanding difference and respecting themselves and others, love and care and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Effective relationship education is essential if young people are to make responsible and well-informed decisions about their lives. It contributes to preparing pupils for the opportunities, responsibilities and experience of adult life. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote equality and this is threaded through the curriculum rather than taught as a one-off event, all at an age appropriate level.

A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **Aims**

The aim of Relationship Education is to provide appropriate information and address issues concerning physical, moral and emotional development within the context of our school. Our Relationship Education programme aims to prepare children for adult life in which they can:

- Be aware of the physical development of their bodies as they grow and change.
- To have the confidence and self-esteem to value themselves and others.
- To understand the range of relationships, including the importance of family life.
- Understand the consequences of their actions and how they affect others.
- Communicate effectively by developing age appropriate terminology.
- Develop awareness of gender similarities and differences.
- Know who to trust and where to go for help.
- Learn protective behaviours.

## **Principles and Values**

At The Southwater Infant Academy we believe that Relationship Education should:

- Recognise that parents / carers are the key people in teaching their children about relationships and growing up and we aim to work in partnership with parents / carers and children.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every child to contribute to our school community.
- Support the development and learning of each child.
- Be set within the wider school context and support family commitment, love and respect.
- Encourage children and staff to share and respect each other's views.
- Generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and mentors or advisers as appropriate.

## **British values**

The DfE have recently reinforced the need to 'create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.'

These are values that have a central place in the way our children learn and in the content of our curriculum at The Southwater Infant Academy. We teach, reflect and practice these values in all aspects of life at the Academy.

## **Relationship Education**

Relationship Education for primary schools has five main elements:

1. 'Families and people who care for me'
2. 'Caring friendships'
3. 'Respectful relationships'
4. 'Online relationships'
5. 'Being safe'

We also cover:

- Being healthy
- Growing up e.g. Body changes, hygiene, right to protect our bodies, differences and similarities amongst people but that we are all equal, images in media and challenging stereotypes about body image.
- Emotions (intensity and conflict)
- Types of abuse (NSPCC)

### **The Organisation and Content of Relationship Education**

At Southwater Infants we deliver Relationship Education through PSHE, R.E. and Science. It is also taught through answering children's questions and responding appropriately to opportunities that arise in the course of all teaching. Much of the Relationship Education takes place within PSHE lessons delivered by the classroom teachers with support from outside professionals where appropriate.

We believe that the classroom teachers are the most suitable people to work with the children on many of the Relationship Education areas as they know the children and their individual circumstances.

We follow a curriculum and scheme of work built from the E4S toolkit at West Sussex. This has been carefully planned to ensure we are effectively covering all aspects of RSE across the academy. (see Appendix).

PSHE is taught in Reception and Years 1 and 2. In Reception, Science is taught through 'Understanding the World', and the Science National Curriculum is taught in Years 1 and 2.

### **The Guidance for PSHE and Science in relation to Relationship Education for Reception and Key Stage 1 and our coverage can be found in the appendix.**

Any Relationship Education lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established by the class teacher which prohibits inappropriate personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we answer them honestly, within the ground rules established at the start of the lesson. When it is felt that answering a specific question would involve information at a level inappropriate to the development and age of the children, the question will be dealt with individually. Where necessary, this information would also be passed on to the parents so they could continue talking with their child about a particular area at home.

### **Right to withdrawal of children**

The majority of Relationships Education, Relationships and Sex Education and Health Education became statutory from September 2020. Parents/carers have the right to withdraw their children from Sex Education, except for those parts included in the statutory National Curriculum. At Southwater Infant Academy our Sex Education is based on the statutory Science curriculum and therefore is statutory for all children.

Parents / carers are encouraged to discuss their concerns with staff at the earliest opportunity. Curriculum information is available on our academy website or from our academy office. Parents / carers are welcome to review any Relationship Education resources the academy uses.

### **Sensitive Issues**

Teachers and Learning Assistants cannot offer unconditional confidentiality. In the event of a concern / disclosure please refer to the Child Protection and Safeguarding Policy.

### **Monitoring and Evaluation of Relationship Education**

It is the responsibility of the Headteacher to ensure both staff and parents / carers are informed about our Relationship Education Policy. The Policy is on our academy website. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. It is the responsibility of all members of staff to ensure that the policy is implemented effectively. It is the responsibility of the PSHE Subject Leader to oversee and organise the monitoring and evaluation of PSHE, in the context of monitoring the quality of teaching and learning. It is the responsibility of the Science co-ordinator to oversee and organise the monitoring and evaluation of Science, in the context of monitoring the quality of teaching and learning. The Trustee Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Relationship Education Policy. Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of children. This includes evaluating and commenting on the schools Relationship Education Policy and on support and staff development, training and delivery.

### **Appendix**

Specific Resources available at Southwater Infants for Teachers, Parents and Children to support Relationship Education

### Books / Resources

- Grandfather and I by Helen E Buckley
- And Tango Makes 3 by Justin Richardson

### Publications / Information for Teachers

- Sex and Relationship Education Guidance DfE 2000

### Websites

- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

**Vocabulary we use at Southwater Infants when teaching aspects of Relationship Education.**

ankle anus armpit arm  back ball of foot bicep blood bone bottom brain breast buttock  calves canines cheek chest chin collarbone  ear ear lobe elbow eyeball eyebrow eyelashes eyelids eyes  face fingers fingertips foot forearm forehead	freckles funny bone  groin  hair hands head heart heel hips  incisors iris  jaw joint  knee knuckle  leg lips lungs  molars mouth muscles  nails naval neck nerves nipple nose nostrils	palm pelvis penis pubic hair pupils  ribs  shin shoulder skin skull sole stomach spine  taste buds teeth testicles thighs thumb toes tongue torso tummy  vagina veins  waist wisdom teeth wrist
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**Learning Outcomes for Relationship Education in relation to Science and PSHE and our academy coverage**

<b>Learning Outcomes</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b><u>Skills</u></b>			
Recognise and compare the main external parts of the bodies of humans.	✓	✓	✓
Recognise similarities and differences between themselves and others and treat others with sensitivity	✓	✓	✓
Identify and share their feelings with others.	✓	✓	✓
Recognise safe and unsafe situations.	✓	✓	✓
Be aware that their feelings and actions have impact on others.	✓	✓	✓
Make a friend, talk with them and share feelings.	✓	✓	✓
Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable.	✓	✓	✓
<b><u>Knowledge</u></b>			
That animals, including humans grow and reproduce.	✓	✓	✓
That humans and animals can reproduce offspring and these grow into adults.		✓	✓
The basic rules for keeping themselves safe and healthy.	✓	✓	✓
About safe places to play and safe people to be with.	✓	✓	✓
The needs of babies and young people.		✓	✓
Ways in which they are like and different from others.	✓	✓	✓
That they have some control over their actions and bodies.	✓	✓	✓
The names of the main external parts of the body including agreed names for sexual parts	✓	✓	✓
Why families are special for caring and sharing.	✓	✓	✓
<b><u>Consider</u></b>			
How families are special.	✓	✓	✓
The similarities and differences between people.	✓	✓	✓
Know their feelings and actions have an impact on other people.	✓	✓	✓