

Relationships and Sex Education Policy (Primary)

POLICY NUMBER 39

Key Manager:	Principal
Ratified by CEO:	Summer 2021
Review Dates:	Annually
Location of Policy:	School website and NET website
Access to Policy:	Open
Policy context:	This policy applies to all staff and students of the academy and to those others offered access to such academy resources.

Revision History:

Revision Date	Description	Sections Affected	Revised By	Approved By
Summer 2021	New policy			CEO
Summer 2022				

1. Introduction

Raunds Park Infant School considers that Relationships Education (including Sex Education) is an integral part of the Personal, Social and Health Education (PSHE) and Science curricula. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a mutually respectful relationship between teacher and pupil. The programme is set within a moral framework and is matched to the pupils' level of maturity.

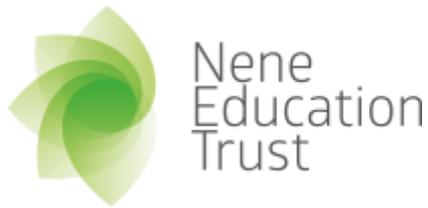
This policy reflects the Department for Education's guidance on:

- Relationships Education (statutory)
- Relationships and Sex Education (RSE) (non-statutory for primary schools)

2. Aims

The aims of relationships and sex education (RSE) at Raunds Park Infant School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies



3. Statutory requirements

Raunds Park Infant School must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Raunds Park Infant School we teach RSE as set out in this policy.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum Organisation

At School name we use a variety of resources including Cornerstones and Protective Behaviours to teach PSHE including Relationships and Sex Education. PSHE is embedded into our school curriculum.

Our long-term curriculum map is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex education is not taught in Infant School. However children are taught about the correct names for body parts including genitals, how to keep themselves safe including body privacy and safe and healthy relationships.

6. Delivery of RSE

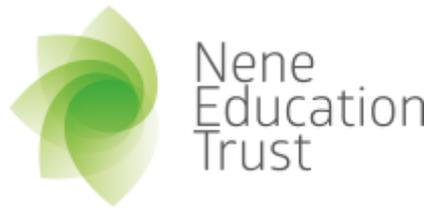
RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education at Raunds Park Infant school 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 Appendices 1 and 2.

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).

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

7. Roles and responsibilities

7.1 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.2 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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.

It is the responsibility of ALL teaching staff to deliver the RSE curriculum.

7.3 Pupils

Pupils 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 have the right to withdraw their children from the non-statutory components of sex education (intimate relationships and sexual health) that are not covered in the science curriculum.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, please contact your child's class teacher or the PSHE Lead.

9. Training

Staff are trained on the delivery of Relationships and Sex Education (RSE) as part of their continuing professional development (CPD).

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE/RHE/RSE Subject Lead, through:

Planning, book looks and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE/RHE/RSE Subject Lead annually. At every review, the policy will be approved by Headteacher and CEO.

11. Safeguarding and child protection

Rounds Park Infant School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

12. Related Policies

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Equality Information and Objectives
- Anti-Bullying Policy

Appendix 1: Long Term Curriculum Map

PSHE Overview – Raunds Park Infant School

At Raunds Park Infant school the three Core themes – Health and Well-being, Relationships and Living in the Wider world are taught in a variety of ways and are embedded in our school's ethos. This is reflected in the fact that our key drivers are Work, World and Wellness. Each year group has a topic for the term, and opportunities to teach Work, World and Wellness are built into each topic and curriculum subject. Our collective worship also links to these drivers. From September 2021, we will also be having six focused days a year which link to the drivers.

The table below sets out the Core themes of PSHE and each learning opportunity and how this is taught in the school.

Topic	Learning opportunities pupils should know:	Specific topics this is taught in	Cross Curricular links	Notes
Healthy Lifestyles (Physical Wellbeing)	H1. about what keeping healthy means; different ways to keep healthy	EYFS - What happens when I fall asleep? KS1 – Muck, mess and mixtures		Enrichment and extra curricular opportunities – clubs, sports competitions etc
	H2. about foods that support good health and the risks of eating too much sugar	EYFS -What happens when I fall asleep? Do Cows drink milk? Why do Squirrels hide their nuts? KS1 – Muck, Mess and Mixtures		Assemblies and discussions about lunches Wellness Day – Term 1

	<p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p>		PE	Wide range of physical activities for children to participate in. Embedded in school ethos
	<p>H4. about why sleep is important and different ways to rest and relax</p>	EYFS – What happens when I fall asleep?		Wellness Day – Term 1
	<p>H5. simple hygiene routines that can stop germs from spreading</p>	KS1 – Muck, Mess and Mixtures		Regular discussions and embedded in school routines – hand washing, tissues etc Wellness Day – Term 1
	<p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p>	KS1 – Muck, Mess and Mixtures		Discussion when children have flu vaccination

	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	EYFS – What happens when we fall asleep? KS1 – Muck, Mess and Mixtures		
	H8. how to keep safe in the sun and protect skin from sun damage	EYFS – Are we there yet? KS1 - Coastline		Covered in an assembly in summer term. Regular reminders to children about this before
	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV			Covered through well-being sessions by class teacher and trust specialist
	H10. about the people who help us to stay physically healthy	EYFS – What happens when we fall asleep?		Protective behaviours Visitors to school

Topic	Learning opportunities pupils should know:	Specific topic this is taught in	Cross Curricular links	Notes
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Families and Close Positive Relationships	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives		RE	Protective behaviours Through books at story time
	R2. to identify the people who love and care for them and what they do to help them feel cared for		RE	Protective behaviours Books at storytime Mother's Day and Father's Day
	R3. about different types of families including those that may be different to their own		RE	Protective behaviours Books at story time
	R4. to identify common features of family life		RE	

	R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried			Protective Behaviours
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Topic	Learning opportunities pupils should know:	Specific topics this is taught in	Cross Curricular links	Notes
Shared Responsibilities	L1. about what rules are, why they are needed, and why different rules are needed for different situations		RE	This is discussed in class and assemblies and links to behaviour management
	L2. how people and other living things have different needs; about the responsibilities of caring for them	EYFS – Why do ladybirds have spots? KS1 – Paws, Claws and Whiskers, Wriggle and Crawl, The Scented Garden, The Enchanted Woodland.	Science	

	L3. about things they can do to help look after their environment	KS1 – Street Detectives	Science	Tidying up and looking after school World Environment Day – Term 2
Communities	L4. about the different groups they belong to	KS1 – Street Detectives	RE	World Community Day – Term 5
	L5. about the different roles and responsibilities people have in their community	KS1 – Street Detectives	RE	World Community Day – Term 5 Other regular visitors and visits throughout year
	L6. to recognise the ways they are the same as, and different to, other people	KS1 – Rio de vida	RE	
Media Literacy and Digital Resilience	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others		Computing	E-safety is built into every computing topic. Internet safety day
	L8. about the role of the internet in everyday life		Computing	Regular discussions as teacher models use of internet
	L9. that not all information seen online is true		Computing	Internet safety day

Economic Wellbeing: Money	L10. what money is; forms that money comes in; that money comes from different sources		Maths	Role play areas Work Enterprise Day – Term 6
	L11. that people make different choices about how to save and spend money			Work Enterprise Day – Term 6
	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want			Work Enterprise Day – Term 6
	L13. that money needs to be looked after; different ways of doing this			Discussions about value of things
Economic Wellbeing: Aspirations, Work and Career	L14. that everyone has different strengths	KS1 – Rio de Vida Coastline		Visitors Celebration assemblies
	L15. that jobs help people to earn money to pay for things	KS1 - Coastline		Visitors Work Day – Term 3 World Community Day – Term 5

	L16. different jobs that people they know or people who work in the community do	KS1 – Moon Zoom, Coastline		Visitors Work Day – Term 3 World Community Day – Term 5
	L17. about some of the strengths and interests someone might need to do different jobs	KS1 – Moon Zoom, Coastline		Visitors Work Day – Term 3 World Community Day – Term 5

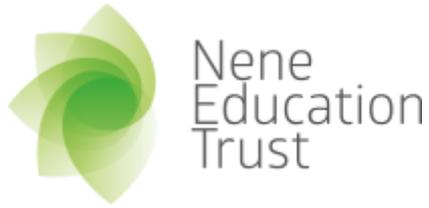
Appendix 2: Relationships Education Overview.

By the end of primary school pupils should know:

TOPIC	PUPILS 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	PUPILS 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	PUPILS 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



Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	E.g. removed from which lessons and doing which projects instead.