

# Thurnham C E Infant School



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## Relationships & Sex Education Policy (RSE)

Also see PSHRE policy for more information

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Member of Staff Responsible	Mrs E Pateman/ Mrs A Killick
Position	Interim Headteacher / PSHRE Lead
Dated	September 2022
Date of next review	September 2023

## **Rationale and Ethos**

***This policy is underwritten by our school Christian value of 'Love'. This forms an integral part of all teaching and assessment at Thurnham C.E. Infant School.***

This policy was produced by Elizabeth Pateman through consultation with Rebecca Evans (SENCO) and Anna Killick (PSHRE Lead).

We define 'relationships and sex education' as crucial for practitioners to teach the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. Children need to learn about relationships, the emotional, social and physical aspects of growing up, and sexual health in an age-appropriate way.

We believe that relationships and sex education is important for our pupils and school because "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (P.4 RSE statutory Guidance).

At Thurnham CE Infant school, we value relationships education as fundamental for our pupils and our school as RSE enables children to learn about healthy relationships enabling them to be future citizens and to help keep them safe. Part of this teaching is to enable our pupils to use accurate and age-appropriate knowledge and vocabulary about the human body.

It is important that RSE should not be regarded as a standalone subject and it is therefore not delivered in isolation, but firmly embedded within (PSHE) education. At Thurnham CE Infant School, RSE is delivered to KS1 pupils by the class teacher, in mixed gender groups.

We view the partnership of home and school as vital in providing the context of being committed to promoting the principles and practices of equality and inclusion through the teaching and learning of RSE. Our schools overarching aims for our pupils are to ensure that all children receive equality of opportunity - not only so that every child is included and not disadvantaged, but also so that each child may learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

We acknowledge and respond to the differing needs of all children, whatever their differing backgrounds and are fully committed to avoiding all forms of discrimination as set out in the Equality Act 2010 (including February 2013 update). We understand the importance of providing a challenging and enjoyable programme of learning and development and we endeavor to make reasonable adjustments to enable all to participate and feel valued and supported, allowing them to flourish through all walks of life.

The key themes that will be taught in relationships education at Thurnham CE Infant school,

are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- The importance of stable, loving relationships
- Respect for all, Rights, responsibilities and the law
- Equality and acceptance of diversity
- Mental wellbeing

- Online safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco,
- Health and prevention
- Basic first aid, Changing adolescent body.

### **We ensure RSE fosters gender equality and LGBT+ equality by:**

At Thurnham C.E. Infant School we ensure that the children have equal status. All pupils will have equal access to the RSE Curriculum. Consideration will be given to any particular religious or cultural factors bearing on the discussion of sexual issues and to the degree of explicitness of the concepts and presentations to be used. Consideration will also be given to the needs of pupils with English as an additional language.

### **Special Educational Needs**

Inclusion is fundamental to our Vision, Mission and Values and to ensure equal access to all children the RSE curriculum will be appropriately differentiated to the needs of the children.

### **Early Years Foundation Stage**

Any questions raised by children in the early years will be dealt with sensitively and appropriately as the need arises.

Although PSHRE is not taught discretely in EYFS, it is embedded throughout the Early Years curriculum and children are taught explicit Growth Mindset and British Values sessions on a termly basis.

### **Teaching**

RSE is a responsibility which the school shares with others. Provision for RSE should include opportunities for involving governors, parents, families and the community so that what is learnt at school can be supported by appropriate experiences at home and in the community. All classes have a PSHRE floor book where evidence is captured. As a school, we endeavour to make this as practical as possible, focusing primarily on recording children's conversations and comments rather than directed and written evidence.

All members of staff, parents and carers have now been made aware of this policy. This was conducted via a curriculum evening targeted at parents/carers. Parents/carers were provided with the opportunity to ask questions and address any concerns through an open forum. This policy reflects guidance from the PSHE Association, the National Curriculum, and the local authority.

### **Roles and Responsibilities.**

The RSE programme will be led by Anna Killick. It will be taught discretely by class teachers for approximately one hour per week. It will be supported by members of staff, parents and governors who will be informed of updates to legislation and provided with opportunities to contribute to the teaching and learning of RSE at Thurnham CE Infant School. Teaching staff will receive RSE training on National curriculum requirements and changes, to support pupils with differing needs.

## **Legislation (Statutory regulations and guidance).**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. ***Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.*** Parents have the right to withdraw their children from RSE content that is not part of statutory NC Science, however as we only teach the Relationships knowledge and skills, parents do not have this right. If a parent/carer requests that their child be removed from relationships and sex education, we will reassure them and provide support by informing them of the statutory guidance and assure that content will be taught sensitively. Parents are also informed that the RSE curriculum is essential in facilitating a school's statutory duty to:

- Safeguard and promote the welfare of their children.
- Encourage the emotional, social and cultural development of pupils.
- Foster British values.
- Prepare children for the challenges, opportunities and responsibilities of adult life.

***Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education***

## **Parental Rights To Withdraw Their Children**

### **Will I be consulted before these subjects are taught?**

Yes. As a school, we will engage and consult with parents/carers when developing and reviewing their policies for Relationships Education, Sex Education and Health Education. Parents/carers are encouraged to take up the opportunities when they are offered. We may hold forums which will be used to consult parents/carers on changes to legislation and this will allow them to share their views, opinions and any concerns they may have. There will be opportunities to find out the content that is in the curriculum, to see examples of materials the school will use and to ask questions and share any concerns. As a school, we will listen to parent/carer views, but we must deliver the statutory curriculum content. Parent/carer consultation does not provide the power to veto curriculum content. Exactly how the curriculum is taught is ultimately a decision for the school.

### **Can I request my child be excused from Relationships Education?**

No. Parents/carers will not be able to request that their child/ren be excused from any part of Relationships Education.

### **Can I request my child be excused from Health Education?**

No. Parents will not be able to request that their child/ren be excused from Health Education. Health Education includes the teaching of the correct terminology for body parts and learning about the changing adolescent body in a timely way to ensure children are prepared for changes they will experience before they happen.

### **Can I request that my child be excused from lessons about LGBT people and relationships?**

No. The purpose of the Relationships Education is to educate pupils, age appropriately, about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law. LGBT-inclusive curriculum content is not new: it has been a requirement for all schools under the Equality Act 2010. The new Relationships Education curriculum reinforces this by clarifying that the lessons children receive in school must be inclusive of diverse families and be relevant to all pupils. The teaching must promote equality and respect, present material that is accurate and balanced, and it must be underpinned by legal rights and responsibilities. Content related to LGBT people will therefore be fully integrated

into the curriculum, rather than being delivered in stand-alone lessons. Parents/carers will not be able to request that their child/ren be excused from this.

### **Will family diversity be represented?**

Yes. Families, both in school and in the wider world, sometimes look different from a child's own family. Pupils will be taught that British society values diversity and that all families deserve respect. Families are characterised by love and care, even though this may be expressed through different traditions and values. In schools, learning about families must be inclusive. The Relationships Education curriculum must allow every child the right to see their family represented and all pupils must be confident and safe to speak about who they live with and who cares for them.

### **What will my role as a parent/carer be in Relationships and Sex Education and Health Education teaching? Will our family values be undermined by the curriculum in any way?**

Parents/carers are partners with the school in this important area of education, helping to keep children safe and supporting them to thrive. Schools will inform parents/carers about what is being taught across each year group, so that parents/carers can support the learning at home before or after lessons. This gives families the opportunity to talk about their own values, experiences and perspectives. This information will be available on the school website: PSHRE Policy and Year Group Curriculum Maps. The government recognises in the guidance that: 'parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.'

### **Will schools teach about a range of relationships: marriage, civil partnerships, relationships outside of marriage and same sex relationships?**

Yes. The curriculum enables children to understand the importance of a stable, secure and loving environment for family life and will include the range of different family types that can provide this. Teaching will therefore represent the full range of committed and mutually supportive stable relationships in our society, including religious and civil marriages, civil partnerships, and relationships outside of formal commitment. The range of families represented will include stepfamilies, same-sex parents, grandparents as parents, adoptive families, and more.

### **Specific Issues**

Teachers have authority to give information, but not to offer advice. Children's questions about RSE are treated sensitively and simply, often without requiring highly sophisticated or complicated responses. If an individual pupil raises a particularly explicit issue, teachers should exercise their discretion and judgement about how to deal with it.

Teachers should normally discuss the child's concerns first with the parents to see how they would like the matter handled. Where the parents wish them to do so, it may be appropriate to respond individually to the child's question outside the classroom. We do not intend to take over the role of parents but wish to work with them.

### **Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover a range of core themes. These include: Health and Wellbeing, Relationships and Living in the Wider World.

Our RSE programme is inclusive of children from all backgrounds. These include but are not restricted to: Pupils with SEN, LGBT pupils, pupils from varied cultural backgrounds, sexual orientation, Same sex families.

Our RSE programme will be planned and delivered through a range of teaching methods and interactive activities. Active learning methods will include: encouraging children to share their views and opinions and recording this through videos, on post-it notes and through circle maps and other diagrams.

Lessons will be differentiated by class teachers to ensure that children are being supported and challenged. Teachers will also ensure that lessons are delivered practically to provide children with opportunities to share and discuss their individual views. Every child will be acknowledged and heard and teachers will ensure that both practitioners and children are respectful towards the different opinions other children may have.

High quality resources will support our RSE provision and will be regularly reviewed by Elizabeth Pateman and Anna Killick.

An overview of the learning in each year group can be found on the school website.

### **Teaching and Learning**

These particular elements of RSE below that will be covered during our wider PSHRE sessions. Pupils will:

- Learn about the different forms of human relationships/friendships.
- Learn about the importance of communication and values such as respect (for self and others), equality, responsibility, care and empathy.
- Learn about specific body parts (including; penis, vagina, vulva, testicles). Please note that this is taught in Year 2, not in EYFS and Year 1.
- Learn about the changes that occur to their bodies during the development from childhood to adulthood.
- Reflect upon how to make informed and safe choices concerning relationships and healthy lifestyles.
- Learn about individual rights and responsibilities within relationships

### **The RSE Programme At Thurnham CE Infant School**

**It will be taught through** an array of practical activities, which promote both dialogue and understanding. These include: Circle time activities, active games, role play scenarios, verbal discussions and other multimedia tools and techniques. All input into RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

Pupils will be encouraged to reflect on their own learning and progress by talking and about what they have learned. Working in a safe and respectful environment.

At Thurnham C.E. Infant School School the aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and behaviour. We endeavour to create an atmosphere where children feel comfortable and able to question and talk openly.

RSE is taught discreetly to children as an element in our structured Personal, Social, Health, Relationships Education (referred to as PSHRE) curriculum. More details relating to PSHRE can be found in the particular PSHRE policy. Alongside this, there are several ways in which the children are encouraged to develop attitudes which will enhance their lives and relationships, as young

children in preparation for adolescence and subsequently adulthood. This should take place with consideration of the qualities of relationships within families.

- *Promotes the spiritual, moral, cultural, mental and physical developments of pupils at the school and*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

*The Sex and Relationship Education (SRE) Guidance 0116/2000 states ‘ It is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.’*

### **Safe and effective practice.**

We will ensure a safe learning environment by teaching and reinforcing the ground rules for each session.

Pupils’ questions will be answered by the adults in the school working with the children, usually the class teacher.

Sensitive issues will be handled by the class teacher who knows the child the best.

All staff teaching RSE will be supported by following the three school rules and our Christian value of Love.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding leads.

Visitors/external agencies which support the delivery of RSE will be required to have been fully vetted by the Head teacher and accompanied at all times.

### **Child Protection and Confidentiality**

Teachers must never promise confidentiality but should handle a sensitive question with tact i.e. ‘I will listen to you and do my best to help you but I may need help from other adults to help you sort this out’. It may be necessary to inform the Designated Child Protection person if a child protection issue is raised.

### **Engaging stakeholders**

Parents are provided with the opportunity to determine and discuss the school’s programme through; RSE curriculum meetings, parents’ evening, and an open-door policy. To promote effective communication and discussion between parents and their children, we notify parents through termly curriculum letters when particular aspects of RSE will be taught.

Parents will be informed about the policy through the school website.

We are committed to working with parents and carers by working ensuring that they are fully aware of what is being taught and provide additional resources and support through our website, Seesaw and links to other sources.

The RSE policy supports/complements the following policies: Education Act (1996) Learning and skills act (2000) Education and inspections Act (2006) Equality Act (2010) Supplementary Guidance SRE for the 21<sup>st</sup> century (2014) Keeping children safe in education – statutory safeguarding guidance (2016) Children and Social Work Act (2017)

### **Monitoring, reporting and evaluation**

Pupil voice will be influential in adapting and amending planned learning activities and it will be used to review and tailor our RSE programme to match the different needs of pupils.

Teachers will critically reflect on their work in delivering RSE through understanding where the children currently are and where they need to move onto next.

### **Professional Development For Staff**

Governors will be informed of the RSE policy and curriculum through website updates and governor meetings.

Staff are kept informed of developments in key aspects of RSE, through regular training provided at staff meetings and INSET days.

This policy will be reviewed at least every 2 years and also in light of any related issue that may occur, including any new findings arising from educational research, local or national guidance.

The class teacher will deliver the planned taught curriculum. Aspects of RSE may be addressed in other curriculum areas such as RE, Science and Literacy. The majority of RSE skills will be taught through the Personal, Social and Health Education [PSHRE] scheme of work incorporating circle time

Some aspects of RSE will be taught as discreet topics and others areas will be taught as part of the Science curriculum. Aspects are taught sensitively and age appropriately with the focus heavily on relationships.

### **Policy Review Date**

This policy will be reviewed in September 2023

It will be reviewed by Anna Killick.

This will ensure that current legislation is relevant and appropriate for our cohort.