



Relationship and sex education policy

Calmore Infant School

July 2023

Review: Annually

Introduction

The teaching of Relationship and Sex Education (RSE) at Calmore Infant School is complementary and supportive to the role of parents. It shows regard to parents' views when expressed about its content and presentation.

RSE leads to the acquisition of attitudes which prepare the child to view their relationships in a responsible, healthy manner and to have due regard to moral considerations and the value of family life.

1. Aims

The aims of Relationships and Sex Education (RSE) at Calmore Infant School are to:

- Provide a framework in which sensitive discussions can take place.
- Give pupils an understanding of 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.

2. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

3. Policy Development

This policy has been developed in consultation with staff, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.

4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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

Our curriculum has been developed using the PSHE Association's questions-based model (see Appendix 1) but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, considering 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.

As part of the statutory science curriculum, children are required to learn that animals, including humans, reproduce and their offspring grow into adults.

When naming parts of the human body, we use the correct biological terms for the sexual parts of the body, for example vagina, penis and testicles. Using this vocabulary will ensure that children are able to use specific language and develop the confidence to describe unwanted behaviours should they encounter them.

For more information about our curriculum and the high-quality resources we use, see Appendix 1.

6. Delivery of RSE

Our RSE programme is an integral part of our school's personal, social, health and economic (PSHE) education curriculum.

Relationships Education 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.

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).

7. Inclusivity

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities or with English as a second language. Therefore, we will differentiate the lessons accordingly and giving them extra support with using and understanding the language and concepts we have introduced.

8. Roles and Responsibilities

8.1 The Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

8.3 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.

All class teachers will teach RSE. Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching this subject are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are encouraged to engage fully in RSE and treat others with respect and sensitivity.

9. Parents' Right to Withdraw

We do not teach sex education at Calmore Infants and all children are required by law to take part in science lessons and relationships education.

Therefore, parents will not be able to withdraw their children from our RSE sessions.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school to provide support and training to staff teaching RSE.

11. Monitoring Arrangements

The delivery of RSE is monitored by the Headteacher, Deputy Headteacher and PSHE Leader through discussion with staff and pupils, planning scrutiny's learning walks and monitoring enquiries.

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

Review: Annually

Appendix 1

Curriculum Map:

Foundation Stage Overview					
Relationships		Health & Well Being		Living in the Wider world	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>Caring Friendships</p> <p>How to be a good friend to our peers.</p> <p>Identify how their family are made up.</p> <p>Describe a special time in their life</p>	<p>Online Relationships</p> <p>Stranger danger applies online as well as in person.</p> <p>Respectful Relationships</p> <p>How can I show others that I am a good listener?</p>	<p>What makes you happy / sad?</p> <p>To learn how to read our emotions.</p> <p>To know what our feelings and thoughts are telling us.</p>	<p>Drugs & Medicines</p> <p>Why is it dangerous to touch medicines?</p> <p>What is an emergency?</p> <p>How to keep our bodies healthy.</p> <p>To think about being well and unwell</p>	<p>Money</p> <p>Begin to recognise the value of money</p> <p>Living in the wider world</p> <p>Know some similarities & differences between different religious and cultural communities in this country.</p>	<p>Being Safe</p> <p>To explain the reasons for rules, right and wrong.</p> <p>Growing & Changing</p> <p>To recall how we have changed from the start of year R until now.</p> <p>Identify between past and present</p>

Key Stage One Overview						
	Relationships		Health & Well Being		Living in the Wider world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Year 1	What is the same and what is different about us?	Who is Special to us?	What helps us to stay healthy?	What can we do with money?	Who helps us to keep safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?