

Crofton Hammond Infant School
**RELATIONSHIP AND SEX EDUCATION
POLICY**



Policy approved:	March 24	FGB
Signed:	<i>S Hosmer</i>	Headteacher
Signed:	<i>W Shirley</i>	Chair of Governors
Date of next review:	January 2025	Annually
Monitored and evaluated by:	Curriculum Committee	Annually

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

At Crofton Hammond Infant School, we aim to promote personal wellbeing and development through a comprehensive programme of Personal Development Learning (PDL) education that gives our children the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

Relationships and Sex Education (RSE), along with Health Education, is statutory, and forms part of the National Curriculum. All schools are required to comply with the updated requirements. The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

RSE embodies lifelong learning about personal, physical, moral and emotional development and at Crofton Hammond Infants School RSE is taught within our Personal Development Learning (PDL) curriculum (See Appendix 1).

Philosophy

Learning about the emotional, social and physical aspects of growing up will give children the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being. Our intention is to help children to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. The role of parents in the development of their children's understanding about relationships is vital, since parents are the first teachers of their children. We believe that a happy and nurturing school environment, which values close links with parents and the wider community, enables our children's personal and social skills to flourish.

Aims

Through our PDL and RSE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

These are taught within the key statutory curriculum areas of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See Appendix 2 for Statutory RSE Curriculum Content

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

As with all our teaching, we will ensure our curriculum is sensitive, age-appropriate and developmentally appropriate.

Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

As an infant school the content set out in this policy focuses on Relationships and Health Education.

Definitions

Following DfE guidance, Relationships Education is defined as teaching about reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, recognising the link between the two and being able to make positive and healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. As an infant school, we teach the statutory aspects of RSE located within the KS1 science national curriculum. As part of the KS1 statutory science national curriculum we teach children to identify, name, draw and label the basic parts of the human body (including penis and vagina)and say which part of the body is associated with each sense. Children also understand that animals including humans have babies that grow into adults.

Organisation of the curriculum

At Crofton Hammond Infant School our RSE programme is firmly embedded in all curriculum areas. Taught primarily by class teachers, our trained school Emotional and Literacy Support Advisor (ELSA) and our Head Teacher, aspects of the RSE programme will be delivered through:

- PDL curriculum
- Science curriculum
- Computing curriculum

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

- Stories
- Circle times
- Assemblies
- ‘Clever Never Goes’
- PE in the context of health and hygiene

Inclusion

We are fully committed to making sure that all children can access RSE and PDL. As with all our teaching and learning, high quality teaching is differentiated and personalised from a child’s starting point to ensure accessibility. We refer to the SEND Code of Practice when planning and this may mean that reasonable adjustments are planned so that all children, including our children with special educational needs, learn about health and relationships.

Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education. As there is no teaching of sex education within the KS1 RSE curriculum and our policy focuses on Relationships Education, there is no right to withdraw from any part of our RSE curriculum.

Roles and Responsibilities

- The governing body: The governing body has approved this policy.
- The headteacher: The headteacher is responsible for ensuring that RSE is taught consistently across the school. The headteacher also:
 - Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
 - Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy
- Staff: All staff are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Responding to the needs of individual pupils
 - Monitoring progress
- Pupils: Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

Monitoring

The Senior Leadership Team monitor the delivery of RSE through, for example: learning walks, lesson observations, planning scrutiny, staff meetings and pupil conferencing. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Ensure that discriminatory behaviour is always challenged in any context.

Equal Opportunities

Crofton Hammond Infants School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Celebrating difference and diversity
- Examining and challenging gender stereotyping,
- Ensuring a programme of Relationships Education that is relevant to all pupils

Further policies and signposting

School policies:

- Anti-bullying policy and procedures
- Behaviour policy and procedures
- Equalities Policy
- Mental health and wellbeing policy
- Online safety policy
- Personal Development Learning (PDL) Policy
- Safeguarding and child protection policy

External links

The DfE Relationships, sex and health education: guides for parents can be accessed via the following link: <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

Relationships education, relationships and sex education (RSE) and health education - FAQs:
<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

National curriculum science programme of study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Role of the Curriculum Lead

The PDL Curriculum Lead will provide ongoing support and advice to Staff and order appropriate resources. She will ensure long and medium term plans are both appropriate and challenging and will monitor standards.

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

Appendix 1

PDL

Question based approach - KS1 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What is the same and different about us?</p> <p>Caring friendships/Respectful relationships</p>	<p>Who is special to us?</p> <p>Families and people who care me/ Respectful relationships</p>	<p>What helps us stay healthy?</p> <p>Health education</p>	<p>What can we do with money?</p>	<p>Who helps to keep us safe?</p> <p>Being safe/On-line relationships</p>	<p>How can we look after each other and the world?</p> <p>Caring friendships/Respectful relationships</p>
Year 2	<p>What makes a good friend?</p> <p>Caring friendships/Respectful relationships</p>	<p>What is bullying?</p> <p>Being safe/On-line relationships</p>	<p>What jobs do people do?</p> <p>Being safe/On-line relationships</p>	<p>What helps us to stay safe?</p> <p>Being safe/On-line relationships</p>	<p>What helps us grow and stay healthy?</p> <p>Health education</p>	<p>How do we recognise our feelings?</p> <p>Families and people who care me/ Respectful relationships</p>

Appendix 2

Curriculum

Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PDL, Science and Computing curriculum and is set out as per Appendix 2 however, this will be adapted when necessary.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- 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

Children should know:

- 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 physically or verbally aggressive behaviour 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.

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

Respectful relationships

Children should know:

- 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- 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.

Being safe

Children should know:

- 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 and others.
- 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.

CROFTON HAMMOND INFANT SCHOOL REALTIONSHIP AND SEX EDUCATION POLICY

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).

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene