

Orchards Infant School



Relationships and sex education policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide an environment in which sensitive discussions can take place
- Give our pupil's an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a culture for positive and respectful relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure pupils understand the need for privacy and ownership of their own bodies

2. Statutory requirements

As a maintained infant school we must provide relationships education to all pupils as per 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](#).

At Orchards Infants School we teach RSE as set out in this policy.

3. Policy development

This policy has been in place and active since 2021 and is updated and developed by Senior Leaders when necessary, i.e. responding to incidents in school or updates from the DfE. Staff and parents are consulted when needed.

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 is set out as per Appendix 1 but we may need to adapt it around the needs of children and the cohort they are working in.

We have developed the curriculum as a 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 ensure discussions are had with parents to support a shared approach to safe and healthy relationships.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Positive relationships are a focus from the moment our pupils enter our building and are supported right the way through their time at Field Place. We develop early relationship and communication skills in our Early Years classes through both discreet teaching and in the moment modelling and support. This continues into Key stage 1, where children are supported daily to manage their relationships respectfully and consider how to keep themselves safe both in and out of the classroom.

Discreet lessons are always delivered by class teachers because we know they are best placed to respond effectively to any concerns raised during discussions about sensitive or personal subjects.

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

We also teach the children the correct names of their body parts as a means of keeping themselves safe. We believe that being able to talk confidently about your body is part of being able to confidently keep your body 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. Roles and responsibilities

7.1 The governing board

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

7.2 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 components of RSE (see section 8).

7.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non/statutory 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.

Our Key Stage one teachers deliver RSE at Field Place.

Our Early Years teachers follow the Personal Social & Emotional Development aspect of the Early Years Curriculum.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This is a skill we develop as children move through the school and in year two allows them to have more open and thoughtful debates and discussions.

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the lessons involved in naming body parts as this is a non-statutory element of our teaching.

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

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

9. Training

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

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 Subject Lead through:

Planning overviews, planning scrutiny, learning walks, monitoring visits and discussions with teachers and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Children who struggle with any aspects of the RSE curriculum are flagged to our SENDCO and supported accordingly.

This policy will be reviewed by the subject Leader annually. At every review, the policy will be approved by the headteacher.

Sparkle Multi-Academy Trust

Appendix 1: Curriculum map

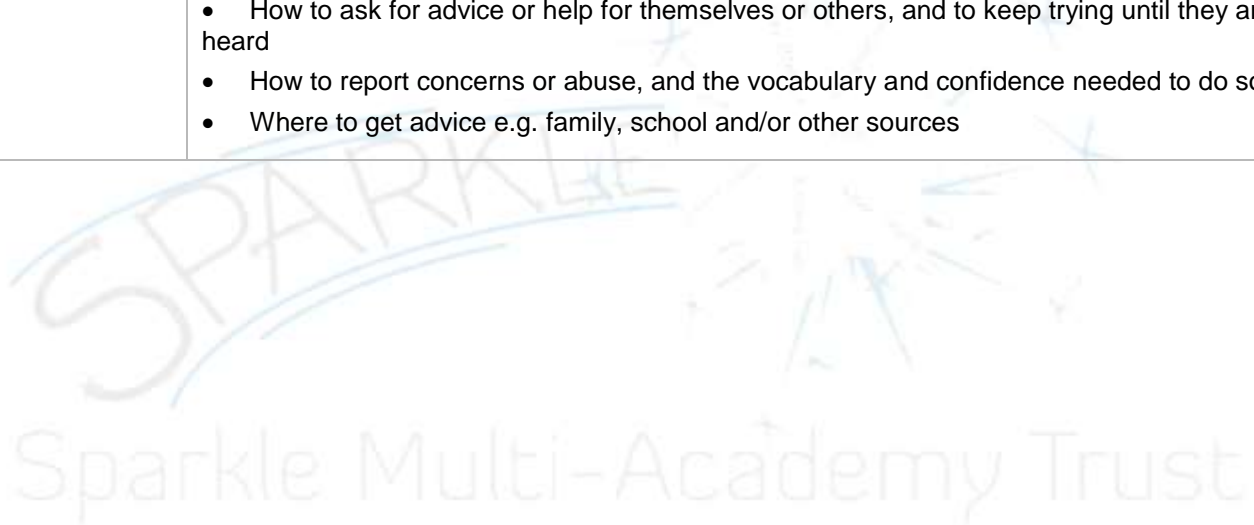
Relationships and sex education curriculum map

PSHE/RSE Knowledge	Yr 1	Yr 2
Autumn 1	<p>Know the three school rules – be ready, be kind, be safe</p> <p>Know who can help us at school and what to do if we are worried.</p> <p>Know what makes a good friend.</p>	<p>Know the school rules and understand that year 2 are the oldest pupils (role models)</p> <p>Know who can help me and what to do in scary or upsetting situations</p> <p>What does respect mean and why is it important? How do friends make us feel good?</p>
Autumn 2	<p>Know the names of basic emotions – happy, sad, angry, scared.</p> <p>Know that emotions can change.</p>	<p>I know what can help me with my feelings</p> <p>Know that mental health is as important as physical health.</p> <p>Name a wider range of emotions – nervous, frustrated, excited, and surprised</p> <p>Know strategies that support emotional well being</p>
Spring 1	<p>Know the names of private body parts.</p> <p>Know that body privacy is important and which body parts are private.</p> <p>Know that feeling scared/unsafe has a physical response.</p> <p>Know there are a range of adults who can help keep you safe and that you can go to.</p>	<p>Know there is a difference between good scared and bad scared</p> <p>Know there are always adults who can help</p> <p>Know the scientific names for the private body parts</p> <p>Know about and respect body privacy</p>
Spring 2	<p>I know what makes a family – love and caring for each other (not just where you live) I know that families can look different</p> <p>Todd Parr 'Family Book'</p>	<p>Respect – what is it and how do we show it</p> <p>I know everyone is different and that this is OK!</p> <p>Exploring stereotypes – boys and girls</p>
Summer 1	<p>I know it is important to look after my body (health)</p> <p>I know what my body needs to stay healthy: exercise and diet</p> <p>I know how to brush my teeth</p> <p>I know how and why we need to wash our hands</p>	<p>I know what my body needs to stay healthy: exercise, diet & cleanliness</p> <p>I know that I need to move to keep healthy – e.g. going out for a bike ride instead of playing x-box</p> <p>I know that germs and bacteria can make me ill and I know how to keep safe from germs</p>
Summer 2	<p>I know about changes happening at the end of term</p> <p>I know that changes cause us to have different feelings</p> <p>I know how to stay safe in the sun – hat, water, suncream</p>	<p>I know about the change happening at the end of term</p> <p>I know that changes can cause big feelings</p> <p>I know this particular change is happening to us all Sun Safety – hats, water, suncream</p>

Appendix 2: 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
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

TOPIC	PUPILS SHOULD KNOW
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
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



Orchards Infant School



To (class teacher's name)

I, the parent of (insert child's full name), wish to withdraw them from the lessons relating to properly naming body parts.

I understand this element of the curriculum has been added to support body autonomy and to help protect my child. I also understand that lessons are planned appropriately for my child's age range. However, I would prefer they did not join in with these sessions.

Signed

(Parent name and signature).

