

STANNINGTON INFANT SCHOOL

Policy for Relationship and Sex Education

Agreed by Governors 15.5.18





Stannington Infant School Policy for Relationship and Sex Education

Stannington Infant School Vision:

- ☉ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ☉ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ☉ To provide an inclusive, safe, secure, healthy and happy environment.

We recognise Relationship and Sex education as the full title but for brevity's sake will refer in the rest of this policy to RSE

What is relationship and sex education?

The Government's definition is

"It is 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. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching" (Department for Education and Employment SRE Guidance 2000)

At present PSHE is a non-statutory subject but the National Curriculum framework states that

"All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice"

From September 2019 Relationship Education becomes statutory in England; Government guidance on the curriculum content is due in 2018.

This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationships Education Guidance' (DfES ref 0116/2000)

Why is Relationship and Sex Education needed?

Relationship and Sex education is vital because they are both important issues in life. Pupils need to be given accurate information about themselves and develop skills to enable them to make healthy choices. They should also be given the confidence to deal with stereotyping, discrimination and prejudice.

"Schools have a responsibility to provide all pupils with accurate information about health matters, to help them clarify the attitudes and values which influence health choices and to promote the acquisition of healthy patterns of behaviour." (Department for Education and Employment SRE Guidance 2000)

Teachers have an obligation to make pupils aware that they have rights and responsibilities and that they can make informed choices and decisions about their lives.

This policy identifies the skills which children need to develop, in order to apply their knowledge, for example the development of self-esteem and decision making, to make healthy choices and be able to distinguish what is appropriate behaviour in different contexts.

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims

There are four main aims for teaching RSE within the PSHE curriculum

- To enable children to understand and respect their bodies, and be able to cope with changes during puberty.
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self esteem and body image and to understand the influences and pressures around them
- To empower children to be safe.

In order to achieve these aims, children need to acquire skills and knowledge:

Knowledge acquired will help our children to develop an understanding of their bodies and the changes that have taken place since birth and which will take place in the years to come. Simple study of plant and animal life, how they reproduce and develop will lay the foundation for some explicit explanation at later stages in their education.(KS2 and 3)

We want our children to develop skills which will help them make positive, healthy choices. We want to help them begin to understand how to resist adverse peer and social pressures. We want to help them develop strategies to become assertive in order to protect themselves from harm. We want them to become aware of, and to accept, their own and other people's different emotions.

Wherever and whenever possible, we aim to foster healthy attitudes. We want them to develop notions of self-esteem and self-worth and to become considerate and caring in their dealings with their peers and others in society. This attitude should extend to those of different race, creed, culture and gender. We aim that our children should have respect and understanding of their own and others' bodies.

Governors' Responsibilities

Legal obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

Governors have the responsibility to decide on the content of any SRE to be offered. Schools are required to publish information about 'the manner and context in which education, as respects sexual matters, is given'. This includes arrangements for parental consultation over the types of

material used. There will be an opportunity for parents to look at these and comment on them. Any concerns about the school's approach to sex education may be raised formally or informally with Governors, teachers or the Head Teacher.

Relationship and Sex Education and the curriculum

This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013

The main RSE programme will be delivered through PSHE lessons. In addition certain biological aspects are delivered through Science lessons.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through three core themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science should be delivered through these three broad themes. The three themes are:

1. Health and well being
2. Relationships
3. Living in the wider world

Key Stages 1 and 2

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1.

Core Theme 1: Health and wellbeing

Suggested Programme of Study for Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

Suggested Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Suggested Programme of Study for living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

National Curriculum Science

Key Stage 1

- a) identify, name, draw and label the basic parts of the human body and say which part is associated with each sense
- b) that humans and animals can produce offspring and these grow into adults

Key Stage 2 (Y5&6)

- a) Describe the differences in life cycle of a mammal, an amphibian, an insect and a bird.
- b) Describe the process of reproduction in some plants and animals

Our school uses the **Jigsaw** Scheme of Work to deliver our PSHE Curriculum. The 'Changing Me' curriculum is taught in the second half of the summer term. The content of sessions is appropriate to the age and developmental stage of pupils.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships,

conflict resolution and communication skills

Summer 2: Changing Me Includes Sex and Relationship Education in the context of looking at change

Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

All lessons are taught using simple, child friendly language and pictures, which help children understand changes more effectively.

The role of parents

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Parents are the key people in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up;
- preparing them for the challenges and responsibilities that sexual maturity brings.

Parents may need support in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships;
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Training

Staff should know about RSE legislation. Those teaching RSE should have good relationships with their classes and be sensitive to different cultural beliefs. Training and professional development needs should be identified and opportunities created for staff to develop confidence in handling controversial issues. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Inclusion

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in relationship and sex education. RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'

'Sex and Relationship Education Guidance' [DfES Ref 0116/2000].

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this our approach to RSE will take account of:

Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes to RSE. The school will promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Special educational needs. We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

The teaching programme for Relationship and Sex Education.

We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Equal Opportunities

The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have. The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Confidentiality

Confidentiality within the classroom is an important component of relationship and sex education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers must, however, alert the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead about any suspicions of inappropriate behaviour or potential abuse as per the Safeguarding Policy.

Appendix 1

Resources

The Jigsaw Scheme of work is available on line at www.jigsawpshe.com

“Special Situation Books” under the following categories may also be used to support learning:

FEELINGS

Fear

Anna Goes To School
Sheila Rae, The Brave
Andrew’s First Flight
Frog Is Frightened
Can’t You Sleep Little Bear?
Matty’s Midnight Monster

Sadness

I Feel Sad
The Hefty Fairy
Feeling Left Out

FRIENDSHIP

Jessica
Aldo
Wilfred Gordon McDonald Partridge
Fiona Finds Her Tongue
Making Friends
Chester’s Way

BULLYING

Bailey - The Big Bully
The Trouble With The Tucker Twins
Being Bullied

BEING SPECIAL

God’s World Makes Me Feel So Little
Something Special
Can Piggles Do It?

SEPARATION, LOSS & DEATH

Where Has Daddy Gone?
Scrumpy
Come Back Grandma
Remembering Mum
Life and Death
My Grandad
I’ll Always Love You

HOSPITAL/DOCTORS

The Check-Up
Going Into Hospital
I Don’t Feel Well!

BABIES

The Trouble With Babies
.....Along Came Eric

GENERAL

Feeling Happy, Feeling Safe
Moving

Anger/grumpiness

Angry Arthur
I Feel Angry
Betty Lou’s Bad Mood Blues
A Difficult Day

Jealousy

I Feel Jealous
Aren’t You Lucky!
.....Along Came Eric
The Pair and the Great One

Who Cares About Elderly People?
Who Cares About Race & Colour?
Who Cares About Disabled People?
I Hate Roland Roberts
Jamaica Tag-Along
Say Hello Tilly

Amazing Grace
Ruby

Badger’s Parting Gifts
When Uncle Bob Died
Granpa
We Love Them
Goodbye Max
Frog and the Birdsong
Remembering Grandad

Imran’s Clinic
From Elmo With Love

Aren’t You Lucky!
Joe’s Café

Playing The Game
John, The Mouse Who Learned To Read

We Can Say No!