

STANNINGTON INFANT SCHOOL

Policy for Relationship and Sex Education

September 2022





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.

This policy takes full account of the school's legal obligations and the latest DfES guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education

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

Why sex and relationship education is considered important

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.

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” DfE

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.

RSE is firmly rooted within the school's wider curriculum for personal, social and health education and National Curriculum Science teaching.

Governors' Responsibilities

Overseeing the provision around RSE is the responsibility of the governing board, who will provide appropriate challenge and agree on the content of this policy.

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 RSE may be raised formally or informally with Governors, teachers or the Head Teacher.

What is meant by relationship and sex education?

RSE is part of the personal, social and health education (PSHE) and science curriculum in our school. It is tailored to the age, physical and emotional maturity of our children.

The relationship and sex education policy provides a framework and strategy for:

- providing information simply and at the appropriate level
- responding to children's questions naturally when they arise
- identifying specific issues which need to be addressed at specific times
- identifying the appropriate resources within the school, and available to the school, to support staff and others.

Aims

The relationship and sex education programme aims to begin:

- to develop children's notion of self-esteem and self-worth
- to increase their respect and understanding of their own and others' bodies
- to be able to name parts of the body and begin to describe how their bodies work
- to develop in them a caring and considerate attitude to each other
- to develop a sensitivity to and respect for others, including different forms of family life
- to develop responsibility in their relationships and begin to identify others' responsibilities towards them
- to create a caring atmosphere where questions about sexuality can be asked and answered without embarrassment on either side
- to develop confidence in talking, listening and thinking about feelings and relationships
- to let children know how to protect themselves from harm and know how to ask for help.

In order to develop such attitudes, 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, culture and gender. We aim that our children should have respect and understanding of their own and others' bodies.

Relationship and Sex Education and the curriculum

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 and shown in the box below should be delivered through these three broad themes

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

i.e. *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

In topics or cross curricular themes of emotions, friendships, life and living processes, family life and healthy living etc., non-statutory guidelines state that pupils need to “learn about themselves as developing individuals”; they begin “to learn about their own and other people’s feelings”.

At primary school level (Key Stage 1 and 2) relationship and sex education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and are prepared for puberty (KS2)

Issues may be raised through stories, drama, television programmes and incidents which happen in the daily life of the school. Relationship and Sex Education is an integral part of the curriculum and where children ask questions they should be given answers appropriate to their level of understanding.

PSHE Programme of study for KS1

Key Stages 1

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.

Our RSE programme is an integral part of our whole school PSHE education provision. Biological aspects of RSE are also taught within the science curriculum. RSE will be taught across the curriculum in regular sessions. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils. The class teacher will deliver the RSE programme.

Through RSE we will cover the following themes: -

- Family
- Friends
- Community
- Online safety
- Mental wellbeing
- Physical health
- Growing up

The role of parents

Parents have a legal right to withdraw their children from dedicated ‘sex education’ lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address

their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

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; and
- 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; and
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

The prospectus states that the SRE policy is available upon request.

Training

Staff should know about relationship and sex education legislation. Staff need to be aware of the resources in school which are available for them to use.

Those teaching RSE should have good relationships with their classes and be sensitive to different cultural beliefs. New staff will be given the school policy by the Head Teacher. Training and professional development needs should be identified and opportunities created for staff to develop confidence in handling controversial issues. Staff need accurate information and the opportunity to clarify their own feelings about sexuality and relationships

Inclusion

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy.

Our school's RSE programme is underpinned by a good understanding of pupils' backgrounds and positive relationships between the school, parents and the local community form the foundations for the teaching of these subjects.

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for;

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,
- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Resources

We use the NSPCC resources and the Sheffield RSE scheme resources. We also have a wide selection of fiction books to support themes including the following:-

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
We Can Say No!

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