

BROOKLAND INFANT AND NURSERY SCHOOL



Relationships and Sex Education (RSE) Policy

September 2020

Relationships and Sex Education (RSE) Policy

Rationale and Ethos

This policy covers our school's approach to Relationships and Sex Education (RSE) as an integral part of the Personal, Social and Health Education (PSHE) and links with Science. For Primary Education, the requirement is to focus only on the Relationships Education. In this policy, where we reference RSE, we are referring only to the statutory Relationships Education.

- It was produced by the PSHE lead, through consultation with SLT and Governors.
 - We define 'Relationships Education' (RSE) as learning how to have healthy relationships and how to keep yourself safe.
 - We believe RSE is important for our students and our school because we believe it is important to know: what it means to be a friend; how to take care of our bodies and minds; how to be safe online; how to solve disagreements in a kind way; how we can celebrate the ways we are the same and the ways in which we are different and develop mutual respect for people who are different to us.
 - We view the partnership of home and school as vital in providing the context for mutual respect, recognising positive and healthy relationships and keeping yourself safe.
 - We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND). Our teachers provide learning opportunities matched to the individual needs of every child, including those with learning difficulties. When teaching RSE, teachers take into account the targets which may be part of a child's Education, Health and Care Plan (EHCP). All adults involved with teaching RSE are sensitive to the range of cultural & ethnic attitudes across the school & take these into account when teaching these subjects. We also take into account that boys and girls may need different approaches in RSE.
 - We ensure RSE fosters gender equality and LGBTQ+ equality by using children's literature which shows the diversity of family relationships including LGBTQ+. Our staff will challenge any gender stereotyping that they hear or see in the same way that we would for race. E.g. Blue for boys, pink for girls, football for boys, dolls for girls etc.
- The intended outcomes of our programme are that students will:
 - have the confidence and self-esteem to value themselves and others
 - understand about different relationships and the importance of family to care and support each other
 - to name parts of the body
 - to understand that there are consequences to their actions and to behave responsibly
 - to understand how safe routines can reduce the spread of germs and viruses
 - develop the skills of: valuing themselves as unique individuals; keeping themselves and others healthy and safe; communication; decision making and assertiveness; knowing how and where to gain information and support; and participating in society.
 - develop the attributes of: high self-esteem and looking after their mental health and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

Role and Responsibilities

The RSE programme will be led by the PSHE Co-Ordinator

- It will be taught by class teachers
- It will be supported by teaching assistants
- A working party will be made up of PSHE coordinator and science coordinator to ensure curriculum coverage.
- Teaching staff will receive RSE training on how to approach and sequence lessons linked to RSE to support pupils with progression in their understanding.

All staff members and external visitors, who work with our pupils will be given a copy of this policy and our School's Child Protection Policy. We make clear to pupils what our procedures are with regard to confidentiality. If any comments or questions asked by a child raise concern, adults will follow agreed practice based within our Child Protection Policy.

Legislation

From September 2020, we are required to teach relationships education/RSE as part of our curriculum.

Current regulations and guidance from the Department for Education state that “The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

The RSE policy supports/complements the following policies and areas of learning:

- Behaviour policy
 - Child Protection policy
 - Bullying policy
 - Science
 - P.E.
 - R.E.
 - P.S.H.E.
- Documents that inform the school’s RSE policy include:
 - *Education Act (1996)*
 - *Learning and Skills Act (2000)*
 - *Education and Inspections Act (2006)*
 - *Equality Act (2010)*
 - *Keeping children safe in education –Statutory safeguarding guidance (2020)*
 - *Children and Social Work Act (2017)*

Safe and Effective Practice

- We will ensure a safe learning environment by agreeing ground rules.
- Teachers and pupils will agree the ground rules by recording and displaying the rules agreed by the class: we listen to one another; we respect each other; we know who to talk to if we are concerned.
- Distancing techniques are used to remove elements of ownership to scenarios, such as using names of people not linked to the school.
- Pupil’s questions will be answered by the teacher/teaching assistant and where necessary, this may be answered 1:1 rather than to the whole class. We make clear to pupils what our procedures are with regard to confidentiality.
- Sensitive issues will be handled by discussions with individuals or small groups.
- Pupils will be able to raise questions anonymously by writing them down, or speaking to an adult in the school.
- All staff teaching RSE will be supported by this policy, the PSHE lead and the Headteacher.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- Teachers will consult with the Designated Safeguarding Lead and in her absence their deputy and will record any concerns on CPOMS, which will be acted on, following the safeguarding policy.
- Visitors/external agencies which support the delivery of RSE will be required to read the school’s policies on RSE and Child Protection. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to Child Protection matters.
- The protocol for inviting visitors into lessons is at discretion of the class teacher, in consultation with the Headteacher and in her absence, the Deputy headteacher.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the development of self-esteem, learning about their body and learning about health relationships.

- Our RSE programme is inclusive of/compliments other subjects, such as Science, PE and RE.
- We will ensure RSE is matched to the needs of our pupils by considering the makeup of our pupils and the community we live in.
- Our RSE programme will be planned and delivered through a range of teaching methods and interactive activities, including a mixture of discussions, activities, books and film clips which will be used to support and promote understanding within a moral/values context.
- Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground.
- Pupils will be encouraged to reflect on their own learning and progress by discussing their views and considering the views of others.
- Assessment in RSE will be based on teacher judgements. Indication of a pupil's progress will be included according to the age of the pupil in our annual reporting on PSHE to parents/carers.
- An overview of the end of KS1 expectations can be found at the end of this policy (Appendix 1).

Monitoring, Reporting and Evaluating

- Teachers will critically reflect on their work in delivering RSE through weekly discussions with each other during planning meetings and termly with the PSHE lead, lesson observations and training opportunities.
- Pupils will have opportunities to review and reflect on their learning during lessons by asking questions, considering their own views, contributing to discussions and sharing any worries with the teacher or teaching assistant.
- Student voice will be influential in adapting and amending planned learning activities.

Engaging Stakeholders

Parents will be informed about the policy through the school's newsletter.

- The policy will be available to parents through the school's website.
- We are committed to working with parents and carers by answering any questions they may have and seeking further advice where necessary.
- We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support by signposting to outside support if necessary.
- As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be shared with them.
- Parents/carers have the right to withdraw their children from the Sex Education part of Relationships and Sex Education content that is not part of statutory NC Science, however the Relationships Education for Primary Schools is mandatory and parents/carers do not have the right to withdraw their children from it.
- Governors will be informed of the RSE policy and curriculum annually by the PSHE lead.
- Student voice will be used to review and tailor our RSE programme to match the different needs of pupils.

Appendix 1

By the end of KS1, we expect pupils to know the following:

Families and people who care for me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of health family life, to protect 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.
- If family relationships are making them feel unhappy or unsafe, how to seek help or advice from others.

Caring Friendships

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, kindness, sharing interests and experiences and support with problems of 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 be worked through and repaired, 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

Pupils should know:

- The importance of respecting others, even when they are different from there or make different choices or have different preferences of beliefs.
- Th conventions of courtesty 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 they in turn should show their respect to others, including those in positions of authority.
- About different types of bullying, and the responsibilities of bystanders (reporting to an adult) and how to seek help.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- The rules for staying safe online and how to report any concerns and issues.

Being safe

Pupils should know:

- Which sorts of boundaries are appropriate in friendships with peers and others
- About the concept of privacy and knowing 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 contact.
- How to respond safely to adults they may encounter but 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.