

# **Lons Infant School**

## **Relationships and sex education policy**

At Lons Infant School, relationships and sex education is set within a broad curriculum of personal development that promotes the understanding of relationships, healthy lifestyles, diversity and personal identity. RSE aims to provide children with essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE within Personal, social, Health and Economic Education (PSHE) helps to explore children's own attitudes and values and develop their self-esteem and confidence to view themselves in a positive way. Some aspects of RSE have cross-curricular links with other subjects particularly Physical Education, Science, Information Technology and Religious Education. The content of our relationships and sex teaching has been approved by the school governors.

### **Introduction**

This policy sets out the approach for relationships in our school.

The relationship Sex and Health Education guidance July 2019 is issued under the Section 80A of the Education Act 2002 and the Section 403 of the Education Act 1996 DfE

### **Rationale and Ethos**

Relationships and sex education is learning about the emotional social and physical aspects of growing up, relationships, human sexuality and sexual health. It should equip children with the information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing (Sex Ed Forum)

Relationship Education is learning about the physical social and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interaction with others new and in the future. (Sex Ed Forum)

The focus in primary school should be on in teaching the fundamental building blocks of positive relationships with reference to friendships, family relationships and relationships with other children and with adults (DfE)

The department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. DfE

Children and young people need to know how to be safe and healthy, and how to manage their academic personal and social lives in a positive way. Teaching about wellbeing is central to these subjects.

The content should support the wider work of schools in helping foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupil's ability to believe that they can achieve goals, both academic and personal.

This should be complemented by development of personal attributes including kindness, integrity, generosity and honesty.

The knowledge and attributes gained will help young people to become successful and happy adults who make a meaningful contribution. DfE

### **RSE curriculum**

Schools are free to determine how to deliver the content set out. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils in a carefully sequenced way within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations DfE

We follow the Derbyshire recommended PSHE matters. This ensures that it is appropriate for the age and maturity of pupils and sensitive to their needs. DfE

National curriculum science is also statutory. This includes

### **Key stage 1**

Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense.

That animals including humans have offspring that 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 to exercise, eating the right amounts of different types of food and hygiene.

By engaging with themes of growth, new life, families and homes RSE at Lons Infant School lays the foundations for more specific work on sex education in Key stage two. If a child asks for the correct terminology for private areas, the staff will use the correct scientific label.

### **Intent**

Relationships are the foundation of our school. We recognise that we are all different and unique and each of us have the right to be respected and valued. We aim to develop young people who have positive self-esteem, recognise their own value and are able to confidently make good, informed and safe decisions about their own relationships, health and wellbeing.

Children are supported to acquire information, develop skills and form positive beliefs, values and attitudes as young children which will enhance their lives and relationships, now and in the future. School staff will endeavour to create an atmosphere where children feel safe, comfortable, and confident to ask questions and talk openly.

School organisations ensures that the children have equal status. All pupils will have equal access to the relationship and sex education curriculum. Consideration will also be given to the needs of the pupils with English as an additional language.

Pupils with special education needs may need more help than others in coping with the physical and emotional aspects of growing up and may also require more help in learning what sorts of behaviour are and are not acceptable.

Any questions raised by children in the early years will be dealt with sensitively and appropriately as the need arises.

Essential characterises of RSE at Lons Infant School

- To understand what makes for good relationships with others
- To have self-respect and respect for others
- To develop good relationships with other members of the school and the wider community
- To be positive and active members of a diverse multicultural society
- To become resilient learners who are prepared to persevere when they meet new challenges
- To gain the knowledge to enable them to make good informed and safe decisions about their relationships, health and well-being
- To know and understand what constitutes a healthy lifestyle.
- To know how to keep themselves and others safe, both on-line and off line
- To be independent and responsible members of the school community
- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- To develop their understanding of the importance of emotional wellbeing (their own and that of others)

### **Behaviour and attitudes**

The approach within our school is to foster curiosity, enthusiasm and fascination towards learning and understanding of the world. We will encourage our children to have a positive attitude and develop the resilience required to address challenges they meet in both academic and social situations. We plan our curriculum and offer a wide, rich set of experiences and opportunities to skilfully prepare our children to become highly respected and respectful future citizens.

We intend our curriculum should promote sustained progression in knowledge, skills and understanding of this modern changing world, this includes understanding of gender equality. Staff ensure they challenge stereotypes e.g. not routinely separating boys and girls and they consciously think about stereotyping as part of their statutory duty when planning learning opportunities. Gender equality is a key part of British values. Practitioners have undertaken PREVENT training which has given them statutory guidance on radicalisation and as part of this necessity to consider gender when planning.

Through our curriculum, we intend to provide

All pupils and members of staff at Lons infant school with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

We hope to create a climate in which children feel able to ask questions and to have those answered by their teachers in an honest and appropriate way.

### **A safe learning environment**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handles.

Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.

Staff should never promise a child that they will not tell anyone about a report of abuse as they may ultimately not be in the child's best interest. DfE

"I will listen to you and do my best to help you but I may need help from other adults to help you sort this out"

All situations involving any form of abuse or child protection must be referred immediately to the schools designated person (Mrs Joynes/Mrs Spencer/Mrs Amoah) other outside agencies can be contacted for support and information.

Relationship education is a responsibility which school shares with others. Provision for relationship education should include opportunities for involving governors, parents, families and the community so that what is learned at school can be supported by appropriate experiences at home and in the community.

Teachers have authority to give information but not to offer advice. Children's questions are treated sensitively and simply often without requiring highly sophisticated or complicated responses. If an individual pupil raises a particularly explicit issue, teachers should exercise their discretion and judgement about how to deal with it.

Teachers should normally discuss the child's concerns first with the parents to see how they would like the matter handled.

Where the parents wish them to do so, it may be appropriate to respond individually to the child's question outside the classroom. We do not however intend to take over the role of parents but wish to work with them.

### **Continuity, progression and assessment**

We have the same high expectations of the quality of work in this subject as for other curriculum areas. A strong curriculum will build on the knowledge pupils have acquired, including in other subjects, with regular feedback on pupils progress.

Assessments are used to identify where pupils need extra support or intervention. DfE

Class teachers assess understanding and progress through formative and summative processes and may utilise working records, voice of the child, lesson evaluations, class books to inform their evaluations and future planning.

### **Equality**

Schools are required to comply with the relevant section of the Equality act. Schools must not unlawfully discriminate against pupils because of their age, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

Provision within the Equality Act allows schools to take positive actions where it can show that it is proportionate, to deal with disadvantages affecting groups because so a protected characteristic.

School should consider what they do to foster healthy and respectful child to child communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

Schools should be alive to everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are tolerated. Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable and will never be tolerated and not an inevitable part of growing up. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education must be accessible for all pupils. In all schools when teaching about these subjects the religious background of the pupils must be taken into account when planning teaching. DfE

### **Early Years**

We relate the RSE aspect to the children's development in the EYFS to the objectives set out in the ELG which underpin curriculum planning for children from birth to five. RSE is supported by the development of a child's personal, social and emotional development, physical development and understanding the world. In the EYFS children will be supported to

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Work towards simple goals, be confident to try new activities and show independent, resilience and perseverance in the face of challenge
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Explain the reason for rules, know right from wrong and try to behave accordingly
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between different religions and cultural communities in this country
- Manage their own basic hygiene and personal needs including dressing, going to the toilet and understand the importance of healthy food choices.

In the EYFS children develop these skills and this understanding throughout the year as an integral part of topic based learning, developed from their changing interest, underpinned by the characteristic of effective learning. Empowering young children of all ages, genders and cultural backgrounds is important at Lons Infant school. Children's interests are developed and they are encouraged to believe nothing is out of their reach.

### **Implementation**

RSE is not delivered in isolation but firmly embedded in all curriculum areas, the main content may be delivered as part of a wider topic to provide context for learning. RSE is normally delivered by class teachers in mixed gender groups. Staff ensure they teach sensitively, valuing and respecting diversity within relationships and or community. Resources are flexible in order to meet the needs of the children and curriculum.

RSE is delivered through a varied range of activities which promote dialogue and understanding. These include sharing of stories, circle time, active teaching and learning, role-play/scenarios, discussions and assemblies.

An ELSA (appropriately trained and qualified staff member) is available to nurture children requiring additional support.

Relationships education will focus on teaching the fundamentals building blocks and characteristics of positive relationships, including families and people who care for me, caring relationships, respectful relationships, online relationships and being safe.

External agencies may be invited in to support the delivery. These may include the school nurse, the police, the fire service, RNLI, dental and medical professionals. External agencies and visitors work within school polices and be supported by school staff. The input of visitors will be agreed in advance and monitored and evaluated by staff to inform future planning.

### **Enrichment**

At Lons Infant School we nurture an ethos in which children are supported and valued. We aim to offer a wide, rich and exciting curriculum designed to promote engagement, understanding and fulfilment.

There are several extracurricular activities for children to participate with that will promote the development of relationships, physical health and mental wellbeing. These may include yoga, football, fundamentals, multi-skills, art and craft, singing, keyboard lessons.

Healthy, freshly cooked school meals are available every day as is a snack of fresh fruit. Daily active breaks are in place and school enjoys sporting activities/sports day throughout the year.

### **Evaluation and monitoring**

The head teacher is responsible for monitoring RSE within the school and may do so by

RSE learning walks

Lesson observations

Work scrutiny

Pupil interviews

External discussions with other agencies

### **Impact**

Through our RSE curriculum we believe we can enhance children's education and help them to become confident individuals who have an in-depth knowledge of how to keep themselves healthy and safe and who will, through respect, tolerance and understanding, forge, maintain and value positive relationships with a diverse range of family and friendship groups. We continually assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across year groups and ensure we provide the support that is necessary for all children to have understanding of how to make good, informed and safe decisions about their own relationships, health and wellbeing.

The head teacher will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below;

Do all our children achieve as much as they can?

Are there differences in the achievement and understanding of different groups of children?

What are we doing for those children who we know are not achieving their potential?

Are our actions effective?

Is the curriculum promoting outstanding learning and understanding?

**Professional development**

Staff will be kept informed of developments in key aspects of RSE including links with safeguarding, inclusion, equality, child protection and anti-bullying through regular staff meetings and inset days. Training will be provided by school based professional development and LA courses.