



POLICY	Relationships and Sex Education Policy
STATUS/DATE OF THIS VERSION	June 24
APPROVED	Board of Trustees
RATIFIED BY	Board of Trustees
REVIEW	June 25

Aims

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

- Give pupils an understanding of relationships and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place

Statutory requirements

As an academy school we must provide relationships education to all pupils. We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science. This includes the elements of sex education contained in the Science curriculum. For Key Stage One children this comprises of:

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Policy development

This policy has been developed in consultation with the schools Academy Review Board, staff and parents. The consultation and policy development process involved the following steps:

1. Initial Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Local Improvement Team consultation – the schools governors were given the opportunity to look at the policy and make recommendations prior to consultation with other stakeholders
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask any questions
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. The policy is reviewed to ensure it is up to date and fit for purpose by the head and PSHE/RSE subject lead and then by the schools Academy Review Board. It is shared on the school website and can be updated as needed, to remain up to date, statutorily compliant and supportive.

Definition

RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

Curriculum

Our RSE curriculum is taught through RE, Science and PSHE. The PSHE curriculum plan guides teachers across each year, but we may need to adapt it as and when necessary in response to the needs and questions of children. We have developed the curriculum 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 children are fully informed and don't seek answers from unreliable sources.

Delivery of RSE

Most of our RSE is taught as part of our PSHE curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Our PSHE curriculum teaches children using these core themes:

Health and Wellbeing

Relationships

Living in the Wider World

When teaching children RSE teachers take 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).

Roles and responsibilities

The Local Improvement team will approve the RSE policy, and hold the Headteacher to account for its implementation.

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. **Please note Parents do not have the right to withdraw their children from relationships education. As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Using accurate Scientific vocabulary when teaching Science

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.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development

Monitoring arrangements

The delivery of RSE is monitored by Victoria Rogers (PSHE Lead) through: Learning walks, pupil and staff feedback, book / Tapestry looks and monitoring of planning.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Cheryl Kirby (Headteacher) every year. At every review, the policy will be approved by the schools Academy Review Board.