



Relationships Education, Relationship and Sex Education (RSE) and Health Education

March 2022

Version	Date	Author	Status	Summary
1.0	April 2016	B. Blamires		Sex and Relationship Education Guidance (DfES 0116/2000)
2	Jan 2019	W. Southgate		Policy review. No changes to policy.
3	April 2020	S.Taylor		Updated in line with new statutory guidance for September 2020 and renamed to reflect new guidance
4	March 2022	S.Taylor		One wording change.

Reviewed By: Curriculum and Standards Committee

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Introduction

School Vision and Rationale

Here at Southwood Infant School we specifically aim to provide an education that is holistic, with the development of the whole child at the centre of their well-being and achievement.

Relationships Education, Sex and Relationships Education and Health Education is a lifelong process that begins informally in the home with parents and carers. As children progress on to school, we aim to build upon the foundations laid within the home.

As with any area of learning, our teaching is aimed sensitively at the age and level of understanding of the children. The objective of this Policy, which is based on the government guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance published in June 2019, is to help and support pupils through their physical, emotional and moral development.

We aim for children to respect themselves and others and move with confidence through their lives to achieve their potential. Relationships Education, Relations and Sex Education (RSE) and Health Education understanding is therefore developed within the context of Personal, Social and Health Education (PSHE), Citizenship as well as Science and RE. It is a fundamental part of the SMSC curriculum (Spiritual, Moral, Social and Cultural Education) at our school.

Relationships Education teaches children about the importance of family life and bringing up children. The school recognises the importance of strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances.

We believe that our school should be a happy, caring place where respect and understanding exist between staff, children, parents and governors and all children have equal access to the curriculum. We actively promote the British Value of Mutual Respect.

This policy has clear links with our other school policies aimed at promoting children's spiritual, moral, social and cultural development (SMSC) and health and wellbeing.

Aims

- To develop confidence in talking, listening and thinking about feelings and relationships.

- To ensure that opportunities are provided for children to develop their social skills.
- To promote children's confidence through the development of communication, decision making, personal relationships and strategies for managing change.
- To enable children to develop a positive self-image and encourage individual self-esteem.
- To enable children to explore the values and attitudes of themselves and others.
- To assist children in their development as responsible members of the community.
- To enable children to acquire basic awareness and knowledge about health and development of plants, animals and themselves.

How we teach Relationships Education

Relationships Education is being taught as part of a broad balanced curriculum. The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. In school this includes the children being taught;

- what a friendship is
- what family means
- who are the people that can support them
- How to take turns
- How to treat each other with kindness, consideration and respect
- The importance of honesty and truthfulness
- Permission seeking and giving
- The concept of personal privacy

The children will also be taught respect for others, in an age appropriate way, in terms of understanding one's own and others' boundaries in play, negotiations about space toys resources and so on.

How we teach RSE

RSE is taught within the context of a broad and balanced curriculum and is not isolated, taken out of context or over-emphasised in any way. Teaching relates to the children's level of maturity and cognitive development. Parents are kept informed of the curriculum through our half-termly topic newsletters.

We recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme, e.g., the school nurse, is aware of the school's policy and abides by it.

RSE provision

The combined PSHE and Citizenship framework is developed through broad themes:

- Developing confidence and responsibilities and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle.
- Developing good relationships and respecting differences between people, developing confidence in talking, listening and thinking about feelings and relationships

Other curriculum areas may also include opportunities for discussions. In the Early Years Foundation Stage, themes such as myself, feelings, friendships and keeping safe are explored.

In Key Stage One, building positive relationships, managing feelings, keeping safe, learning about families and appreciating similarities and differences form part of our teaching.

We also teach some RSE and Health Education through other subject areas such as Science and PE, where we feel they contribute significantly to a child's knowledge an understanding of his or her own body, and how it is changing and developing.

In the Early Years Foundation Stage, Personal Social and Emotional Development, Physical Development and Understanding the World all include a focus on keeping healthy and safe, through a healthy diet and exercise, as well as naming basic body parts and exploring sequences of growth.

In Key Stage One the National Curriculum for Science focuses a study of animals, including humans, which introduces the naming and labelling of main body parts, the concept of animals bearing offspring which grow into adults and then in turn have their own babies and explores the importance of having our basics needs met and living a healthy lifestyle (e.g. a good diet, exercise and hygiene).

In PE we develop body awareness, in gross and fine motor work and children begin to learn about the effects of exercise on their bodies.

Who teaches Relationships Education, Relations and Sex Education (RSE) and Heath Education?

At Southwood the majority of the content is delivered by the class teacher with support from teaching assistants. Additionally other adults in school, such as those leading assemblies will also deliver content related to this area. There are also outside agencies involved, such as sports coaches, school nurses, charities, such as the NSPCC and dentists visit who contribute to the broad and balanced delivery of this learning. Where outside agencies are involved in

the delivery of this learning, the content is always discussed prior to sessions or sequences of lessons, and members of the teaching staff would always be present in these sessions.

How do we ensure the content is accessible to all children, including those with SEND?

In line with our policy on Special Educational Needs and Disabilities (SEND), teachers will plan individually for learners with Special Educational Needs to take account of their individual needs and to ensure that they can access Relationships Education, Relationship and Sex Education and Health Education at an appropriate level.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In government guidance it states that schools are free to determine how they address specific LGBT content. As with all areas of this subject at Southwood we will ensure teaching is sensitive, age appropriate and with reference to the law.

Role of Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form health relationships. The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation.

Parents have the right to withdraw their child from all or part of the Relationships and Sex education programme (RSE) that we teach in our school with the exception of the biological aspects necessary under the statutory National Curriculum for Science. However, it must be clarified that parents do not have the right to withdraw from Relationships Education. If a parent wishes their child to be withdrawn from Relationship and Sex Education lessons (RSE), they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Role of Governors

In accordance with the Education Act 1996, the Governing Body will keep the school's policy for Relationships Education, Sex and Relationships Education (RSE) and Health Education, up to date and published in consultation with

parents. In particular the Governing should ensure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teachers explore how new pedagogies and technology can be used to support the subjects
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Role of Teachers

At Southwood Infant School, we believe that nurturing the whole child is crucial and that, in order for a child to achieve their academic potential, it is important to nurture their physical, moral and social, emotional and spiritual well-being. The attitudes and beliefs of staff will not influence the teaching of Relationships Education or RSE and teaching will be matched sensitively to the needs of the children. Whilst children's questions and comments will be dealt with sensitively and honestly, partnership with parents is considered essential and we will inform and consult with parents when appropriate.

Health Education with particular reference to Drugs Education

Staff and Governors work in partnership with parents to ensure the health and safety of everyone connected with the school. We believe the foundations for Drug Education are laid down in the Infant school, where children will be introduced to ideas about how to keep healthy and the role of drugs as medicines. This will be part of the PSHE curriculum and general health promotion programme.

The aim of Drugs Education is to enable children to make healthy, informed choices. Our programme provides opportunities for children to begin to:

- Recognise the benefits of a healthy lifestyle.
- Develop assertiveness skills.
- Practice decision making skills.
- Become aware of peer pressure and develop strategies to cope with it.

We work to ensure that our children:

- Know that all medicines are drugs but not all drugs are medicines.
- Know that all substances can be harmful if not used properly.

- Know about different types of medicines and that some people need them to lead a normal life.
- Know and understand simple safety rules about medicines, tablets, solvents and household substances.

Opportunities to develop skills and knowledge will be planned into the Science and PSHE curriculum and will also be supported by visits from outside agencies where appropriate, who are trained in delivering age-appropriate sessions.

Children's questions will be answered sensitively with due regard to their age and maturity. Where such a question leads to concern, parents will be contacted.

Access to any specialist training, if appropriate, will be provided. Staff should be aware of and be able to recognise signs of substance abuse.

We also follow the Policy for Supporting Pupils with Medical Conditions with regards to specialist training and the administration of medication.

Any incident or concern relating to drugs is reported to the Headteacher. This is logged and the school will contact the appropriate outside agencies to work alongside and support the family and school.

Evaluation and Monitoring

All elements of Relationships Education, RSE and Health Education curriculum will be evaluated and monitored as part of the end of topic assessment by the teachers. Staff evaluate their PSHE-linked RSE lessons and this is overseen by the PSHE leader, Senior Leadership Team and Curriculum and Standards Committee of the Governing Body.

It is the responsibility of Headteacher to ensure that both staff and parents are informed about this policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

This policy is published on the school website.

