

Folly Hill Infant School



RELATIONSHIPS AND SEX EDUCATION POLICY

Safeguarding suite

Signed Chair of Governors

Signed Headteacher

Date: Autumn 2020

Review Date: Autumn 2021

INTRODUCTION

Statutory requirements

As a maintained infant school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Folly Hill Infant School, we teach RSE as set out in this policy.

This policy clarifies the provision of relationship and sex-education (RSE) to all pupils at Folly Hill School and the teaching of human growth and reproduction as set out in the National Curriculum. We follow the guidelines that relationship education is delivered through the PSHE (Personal, Social, Health and Emotional) curriculum and sex education through the science curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values

RSE is not about the promotion of sexual activity.

RSE is defined as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health."

(DfES, 2000: 5)

As with any areas of learning, our teaching is aimed sensitively to the age and level of understanding of the children. The aims of the RSE policy are:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Help and support pupils through their physical, emotional and moral development
- create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies (science curriculum)

- 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 develop resilience, to know how and when to ask for help, and to know where to access support
- 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 and animals and themselves
- Develop an understanding of the importance of health and hygiene
- To teach the characteristics of good physical health and mental wellbeing

Parents/Carers

Relationship Education is a lifelong process that begins informally in the home with parents and carers long before children's journeys through school commences.

It is the role of the parent/carer to guide their child(ren) through their relationship and sex education and the views of parents/carers need to be borne in mind when developing this policy. Parents/carers should be consulted to ensure that the policy reflects their wishes and the culture of the community served by the school.

The school will support parents/carers through sharing literature and by being available if families need to discuss individual issues.

RELATIONSHIP AND SEX EDUCATION

Folly Hill Infant School offers a Relationship Education Programme tailored to the age and physical and emotional maturity of the children.

Our curriculum is set out as per our Scheme of Learning, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 they are fully informed and don't seek answers online.

Relationship education provision will cover:

Families and people who care for me

Caring friendships

Respectful relationships; how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts

Online relationships

Being safe; how to recognise risky or negative relationships including all forms of bullying and abuse, how to respond to risky or negative relationships and ask for help

how to recognise and manage emotions within a range of relationships

how to respect equality and diversity in relationships

This is provided through our PSHE Scheme of learning.

Autumn term: Being a TEAM a player & safe and sound

Spring term: Reach for the stars & Count on me!

Summer: Healthy and happy & flourish

Sex education will cover:

- describing the importance for humans to exercise, eating the right amounts of different types of food and hygiene (Science)
- identifying, naming and labelling the basic parts of the human body (Science)
- noticing that animals, including humans, have offspring which grow into adults. (Science)

This will be taught within the science curriculum

RSE will be taught through whole class, group or individual approach as appropriate, using a range of resources and teaching styles such as circle time. RSE may also be referred to where relevant during topic work or in response to individual children's needs and questions as they arise and would then be treated sensitively.

Schemes of learning for PSHE and Science can be found on the school website:

<http://www.folly-hill.surrey.sch.uk/pshe>

<http://www.folly-hill.surrey.sch.uk/science>

These areas of learning are taught within the context of family life taking 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).

Staff and Governors

Staff are required to adhere to the school's policy on confidentiality between themselves and pupils, especially when they believe a pupil has put himself or herself at moral or physical risk or in breach of the law. Staff cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should have to be in the position of having to handle information without parental knowledge.

Where there are grounds for concern, child protection issues need to be addressed and reported to the Designated Safeguarding Lead. The school's policy on confidentiality may encourage pupils to talk to their parents or carers and give them support to do so. If there is evidence of abuse, the school's child protection procedure should be adhered to.

Staffs' beliefs and attitudes will not influence the teaching of the RSE on curriculum. Teaching will be matched sensitively whilst children's questions will be answered sensitively and honestly. Partnership with parents is essential and staff will consult with parents where appropriate.

Pupils

Pupils need to be taught to behave responsibly towards others and themselves and to be able to make informed decisions. Termly assessment of pupil's views and understanding in this area will be used to inform the next steps in the learning.

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. This policy is an agreed statement of our intentions and commitment to RSE across the school.

Equal Opportunities

The school endeavours to provide equal opportunities to all children regardless of age, gender, ethnicity and ability including SEN and for those whom English is a second language so that the needs of each child are considered when planning the curriculum, to ensure an inclusive environment so that each child reaches their potential.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

Links with other policy's

PSHE and Citizenship

RE

PE

Physical activity

Science and Foundation subjects

Equality

SEND

Anti-bullying

Child protection and Safeguarding policy

USEFUL ADVICE FROM PARENTS to PARENTS

- *Check other parents have the same values as you before your child goes to tea etc.*
- *Have a family council – very useful if step siblings are part of family*
- *Think about how you as a parent react to what your children tell you- it may have a long-term impact especially if you want to keep communication channels open*
- *Children need to know where the boundaries are and sometimes want you to say no in order to save face with their friends*
- *If unsure about a new friendship, consider inviting yourself to tea as well as your child or invite the child and parent to your home*

Appendix 1: By the end of Primary school Pupils should know.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>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</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>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</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>