



Relationships and Sex Education Policy

February 2017

Next Review due Spring Term 2018

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Hurst Green Infant School and Nursery

Relationships and Sex Education (RSE) Policy

Introduction

The teaching of Relationships and Sex Education at Hurst Green Infant School and Nursery is an important aspect of pupils' education. We believe that the teaching of Relationships and Sex Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop,

This policy has been developed in consultation with the school's senior leaders, the school's governing body, teaching staff and parent and class representatives. It relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

Definition of Relationships and Sex education

RSE is a 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. It is not about the promotion of sexual orientation or sexual activity.

Curriculum Provision of RSE

Aim

The overall aim of RSE in the school is to equip pupils with the necessary knowledge, skills and attitudes to enable them to make informed, healthy choices and decisions. A successful programme will help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

- RSE is normally delivered by class teachers in mixed gender groups.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- We ensure that pupils are able to ask anonymous questions by when appropriate using 'ask it baskets' where children can write a question and put it in the basket for the teacher to respond to in the next session.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum
- RSE is delivered through: Circle time activities with an emphasis on being safe; raising self – esteem, active teaching and learning, role play/scenarios, card sorting, discussion, the use of nationally recognised websites such as NSPCC.
- External agencies helping us to deliver RSE in our school include the school nurse.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make – this is to enhance the provision already in place through the taught curriculum
- Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance – the schools statement/policy regarding the use of External Contributors is applied to ensure that provision is timely, needs led and appropriate
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning

At Hurst Green School the key aspects of RSE are covered in the Foundation Stage and KS1 curricula and will be delivered as part of the PSHE, Science and Citizenship framework.

By the end of KS1 we expect that pupils will be able to-

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feelings and actions have an impact on others
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and that these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- The names of the main external parts of the body including agreed names for sexual parts, as confirmed by the school's Science Co-ordinator
- Why families are special for caring and sharing

Pupils will have considered:

- Different types of families and why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

Monitoring and evaluation

The PSHE and Science Co-ordinators will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of it.

Parents/Carers' right to withdrawal

Parents/Carers have the right to withdraw their children from all or part of the RSE provided at school except for those parts included in the statutory National Curriculum. They should be made aware of how learning in this area is at an age appropriate level and how it supports a healthy and safe lifestyle for their child. The school will make alternative arrangements in such cases. The DfES offers information for parents who wish to withdraw their children from RSE. Although slightly out of date now it offers parents good advice on how to support their children at home.

http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/SRE_DfES_0706_2001.pdf

Sensitive issues

The personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework. They will work within an agreed values framework in line with current legislation.

Many of the issues affecting older pupils will not be relevant for children in our school. Any circumstances giving cause for concern (possibly those involving child-protection) will be immediately referred to the SENCO and/or head teacher (DCPO).

Professional Development for staff

All staff in the school will benefit from specialist training when available and from information shared during staff meetings. The PSHE co-ordinator attends termly PSHE network meetings and is a member of the PSHE Association both of which present up to date information and advice.

Visiting Speakers

Visiting speakers from the community can make a valuable contribution to the programme. Their input is carefully planned so as to complement the school curriculum.

Resources

Appropriate resources, including those in our store of Science and PSHE materials, will be used to support RSE

Policy review

This policy is reviewed **annually** and in the light of any incident that may occur or any new findings arising from educational research.

Appendix

1. Confidentially Advice
2. RSE Curriculum for Foundation Stage and Key Stage 1
3. Overview of the PSHE curriculum with RSE highlighted.

Reviewed	Spring Term 2013
Reviewed	Spring Term 2014
Reviewed	Spring Term 2015
Reviewed	Spring Term 2017
Next review	Spring Term 2018