



**WALSH**

M E M O R I A L

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C.E. (Controlled)

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I n f a n t   S c h o o l

# **RELATIONSHIP AND SEX EDUCATION POLICY 2021**

**DATE FOR REVIEW: JUNE 2022**

**POLICIES 2021: Relationship and Sex Education Policy**



## Walsh Memorial CE Infant School



Walsh Memorial CE (VC) Infant School creates a strong, nurturing, Christian school community, in which all pupils are valued and encouraged to embrace a love of learning. Inspired by the actions of St Peter, we strive to create resilient, independent and articulate learners who **persevere** and aspire to be the best they can. Our Christian Values enable our school community to flourish in a safe, secure and happy environment, giving every child the confidence and enthusiasm to become life-long learners. Through our value of **love** and understanding of God, our school **community** demonstrates compassion, kindness, consideration and to cherish our world and everyone in it.

Community † Love † Perseverance

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### Relationship and Sex Education Policy

**Our vision is brought to life in school through our three shared Christian values of ‘Community, Love and Perseverance’ and our School rules of ‘Be ready, be kind and be safe.’**

#### **Definition of RSE**

‘The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.’

**DFE Statutory Guidance 25<sup>th</sup> July 2019**

#### **Aims**

At our Church School, in accordance with the Christian Values of the school, the focus will be on – family relationships and friendships, giving pupils the opportunity to understand the value of human relationships, how to have healthy relationships and how to stay safe. It is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science.

We will teach the building blocks needed for positive and safe relationships of all kinds. They start with relationships between family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

At Walsh Memorial C of E Infant School, we teach RSE as set out in this policy.

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

- Build positive relationships through our Values of Community, Love, Perseverance *'as relationships are good gifts of God and should bring joy'*
- *'To flourish and gain every opportunity to live fulfilled lives'*
- The importance of being in positive, healthy, meaningful and sustained relationships of all kinds.
- Respect others' relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils, and give them an understanding of 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  
( *The Church Of England Education Office*)

## **Statutory requirements**

The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment<sup>1</sup> to the Children and Social Work Bill on 1 March 2017 which came into effect from September 2019.

We teach the elements of sex education contained in the Key stage one science curriculum.

We follow the guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). (updated March 2020)

## **Policy development**

Our policy was developed in line with current practice, new guidance and best practice guidelines. The lead staff member on this is Helen Wall, who has attended relevant training.

Staff, Parents (through Parents Forum) and Governors were consulted on the detail of the units during the Spring term 2020, in preparation for ratification.

## **Teaching and Learning including delivery of the Curriculum**

- At Walsh Memorial CE Infant School the main content is delivered through our life cycles, science and PSHE curriculum, we use Jigsaw to deliver our PSHE lessons. Our scheme of work maps out a grid of units for each year group which progresses and returns to themes as children move through each year group, on a spiral curriculum.
- Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others

- RSE is normally delivered by the class teacher in the normal class groups.
- Resources to be used are: stories and pictures of babies and baby animals and Living Eggs
- We also teach RSE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body.
- Linked with R.E. children reflect on family relationships, different family groups and positive and healthy friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.
- External agencies helping us to deliver RSE in our school include: The school nurse and NSPCC Pants programme.

### **Key Stage 1**

'This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.'

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.'

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.'

**DFE Statutory Guidance 25<sup>th</sup> July 2019**

### **PSHE – Statutory Relationships**

Pupils will be taught

#### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

## **Caring friendships**

Pupils will be taught

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

## **Respectful relationships**

Pupils will be taught

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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

## **Online relationships**

Pupils will be taught

- that people sometimes behave differently online, including by pretending to be someone they are not
- how to recognise who to trust and who not to trust,
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how information and data is shared and used online

## **Being safe**

Pupils will be taught

- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## **Science**

Pupils will be taught

- Identify, name, draw and label the basic part of the human body and say which part of the body is associated with each sense (Year 1)
- Notice that animals including, humans have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

## **Answering difficult questions**

- If a child raises a specific question a simple factual answer is given and the parents/carers informed so that further discussions may take place.
- If there is a child protection or safeguarding concern, it is dealt with following the school's child protection and safeguarding policy.

## **Vocabulary**

Children should be introduced, at appropriate stages, to the correct terminology in their program of sex education. The Police and health professionals have asked schools to use the correct terms for sexual organs to ensure that children can be accurate when talking about their bodies. This is in response to a number of cases being rejected from courts as children are unable to clearly identify parts of their bodies when explaining matters. This is covered in our Jigsaw programme during the summer term. We send a letter to parents before the topic to inform them what their children will be learning.

- All adults will model the scientific names for external sexual organs to ensure that a child learns the specific name and can use it accurately: penis, testicles, vulva, anus, bottom, breast and nipple.

## **Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **The headteacher**

The deputy headteacher and PSHE lead are responsible for ensuring that RSE is taught consistently across the school. The headteacher is responsible and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from, the non-statutory/non-science, components of RSE

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 and deputy headteacher.

## **Pupils**

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

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from the relationship education or science curriculum at Key Stage 1.

## **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.

## **Monitoring arrangements**

The delivery of RSE is monitored by The Deputy Headteacher and PSHE subject lead through: planning scrutinies, learning walks, pupil conferences.

Pupils' development in RSE is monitored by class teachers and subject lead as part of our internal assessment systems.

## **Mental health and Wellbeing**

The school has an established culture that promotes and enhances the positive mental health of the whole school community, recognising that healthy relationships underpin positive mental health and have a significant impact on learning, health and their well being.

## **Dissemination**

All staff members, governors and PTA committee members receive a copy of the RSE policy. Training is regularly delivered to staff on the policy content. Copies of the RSE policy are available from the school office on request from parents. The RSE policy is available on-line. A short summary of the policy is included in the school prospectus.

Walsh Memorial CE Infant School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The coordinator should access courses or INSET opportunities to assist staff involved in the delivery of RSE.

The RSE/PSHE Co-ordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

Parties involved in the policy's development and consultation

- RSE leader Deputy Headteacher
- Headteacher
- All Teaching staff
- Governing body
- Parent voice through Parent Forum

The policy reflects the DfE 2000 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority.

**Approved by:**

[Governing body]

**Date:** 11<sup>th</sup> June 2020

**Last reviewed on:**

8<sup>th</sup> November 2021



