

Relationship and Sex Education Curriculum Policy January 2021

Clowne Infant and Nursery School

Vision:

At Clowne Infant and Nursery School we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well informed decisions about their lives. The RSE programme is integrated as part of our PSHE curriculum (see separate PSHE policy). This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in our school as statutory subjects. Relationships and Health Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life,
- promote the spiritual, moral, social, cultural, mental and physical development of pupils,
- promote the understanding of marriage for family life, stable and loving relationships, respect, love and care.
- allow children to develop an understanding of their body, their family and their lives, and to provide children with the skills and knowledge to take care of themselves in a responsible manner.

Intent:

The aim of Relationships and Health Education at Clowne Infant and Nursery School is to equip our children with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

In our school we deliver age appropriate Relationships and Health Education as an integrated part of our PSHE programme.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships.
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space.
- Recognise appropriate and inappropriate physical contact, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Statutory Requirements:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships and Health Education compulsory in all primary schools. Sex education is **not** compulsory in primary schools.

The national curriculum for science includes subject content which covers the main external body parts, the human body as it grows from birth to old age and recognising that animals including humans have offspring which grow into adults.

Our school subject leader will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

Content and delivery:

The DfE recognises five elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The DfE also recognises eight elements to Health Education. These are:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The PSHE Matters Scheme Overview in Key Stage 1 (age 5-7)

Children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for body parts; that some parts of their body are private; how to ask for help if they are worried or concerned; how to make a clear and efficient call to emergency services if necessary; the importance of sufficient good quality sleep for good health; about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist; about

personal hygiene and germs; what constitutes a healthy diet; the characteristics and mental and physical benefits of an active lifestyle; how to stay safe online.

The National Curriculum for Science is also statutory. This includes:

Key Stage 1

- Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense.
- That animals, including humans, have offspring that grow into adults.

Implementation:

At Clowne Infant and Nursery School we have chosen to deliver Relationships and Health Education as part of a timetabled PSHE programme.

The teaching at Clowne Infant and Nursery School is based upon the EYFS curriculum, the national curriculum and our PSHE Scheme of work- an off the shelf curricular which the school has purchased called 'PSHE Matters Derbyshire'.

To ensure a clear structure for the teaching of PSHE across school, a progression of skills is in place. This ensures that children are given the opportunity to revisit and review previous learning, whilst systematically building upon these existing skills to move their learning forward, thus preparing them for the next stage in their learning and development. The progression of skills has been carefully created to ensure it complements, and does not duplicate, content covered in national curriculum subjects such as science, computing, RE and PE.

Within key stage one the PSHE scheme of work is constructed into 12 modules that could be taught in any order over a two-year period to allow flexibility and allow adaptation and development where appropriate based on the pupils' and community needs. Each module starts with different learning opportunities, these are taken from the PSHE Association Programme of Study 2017 statements which are based on the three core themes: Health and Well-being; Relationships and Living in the Wider World.

The 12 modules are:

1. Drug Education
2. Exploring Emotions
3. Being Healthy
4. Growing up
5. Changes
6. Bullying Matters
7. Being Me
8. Difference and Diversity
9. Being Responsible
10. Being Safe
11. Relationships
12. Money Matters

RSE is also provided through:

- 1) A safe learning environment that is established in all PSHE lessons.
- 2) Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
- 3) Different teaching and learning methods that are used to ensure pupils' full participation and development of skills.
- 4) Other curriculum areas.
- 5) Assemblies.
- 6) The provision of appropriate leaflets and other information sources such as visitors.
- 7) Targeted intervention, where appropriate, with vulnerable individuals.
- 8) Delivery in response to incidents.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

Dealing with questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

Equal Opportunities

We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school's approach to RSE will take into account:

Ethnic and Cultural Diversity:

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with Safeguarding.

Varying Home Backgrounds:

Teaching about families requires sensitive and well-judged teaching based on our knowledge about our children and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)

We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Special Educational Needs:

All pupils are entitled to have access to the planned programme, although the content may be amended where needed. Where appropriate, activities will be differentiated to ensure that children with different physical, cognitive and/or social abilities can still access the learning objectives.

Working with Outside Agencies / Visitors:

A visitor such as a school nurse does at times supplement the RSE curriculum as a planned event with the teacher present.

Online Safety:

See Online Safety policy

Assessment:

Pupils existing knowledge needs to be the starting point for all RSE work. Needs assessments are built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE. The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of RSE is assessed as part of the PSHE Education provision. See PSHE Education Policy.

Consultation & Training:

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the children in our care. In order for everyone to be consulted effectively it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE. The school ensures parents/ carers are:

- Made aware of the school's approach and rationale for RSE through the policy.
- Involved in the planning and review of the RSE programme and policy.
- Encouraged to support their child's learning at home through shared learning activities.

Monitoring and review

The monitoring of standards of the quality of children's work and the quality of teaching is the responsibility of the subject co-ordinator, team leaders and senior management. The subject co-ordinator is responsible for supporting colleagues, identifying training needs, staying informed about current developments in the subject and for providing a strategic lead and direction for the subject in school.

The Head Teacher allocates three days per school year to the subject co-ordinator so that they can review the quality of teaching and learning, track curriculum coverage and set appropriate targets in order to further improve RSE throughout school. This evidence is gathered by the subject coordinator via children's work, displays, discussions with pupils and staff, lesson observations and samples of planning. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

A named member of the schools Governing Body is briefed to oversee the teaching and learning in RSE and communicates with the subject lead throughout the year. The subject leader is responsible for creating and carrying out an action plan, based around the current needs of RSE in school each year.

This document is freely available to the entire school community. It has also been made available on the school website.