



St Laurence Church Infant School

Relationship and Sex Education (RSE) Policy

Intent

Our School Vision: Every child to learn and grow with God.

This policy upholds our school's Distinctive Values. They are ideas that we try to make a part of the everyday experience of everyone in school:

- Zest for learning and a love of life.
- Embracing the future with hope and confidence.
- Seeing heaven in the moment.
- Imagining the journey in another's footsteps; nurturing, understanding, respecting all.
- Everyone knowing that they are treasured and loved as a unique child of God.

Why do we teach RSE?

As a Church school we are committed to The Church of England RSE Charter (Appendix 1)

From September 2020, the Relationship, Sex and Health Education curriculum becomes statutory in all Primary Schools.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017,

Relationship, Sex and Health Education is an essential part of our PSHE programme of study and as such contributes greatly to our responsibilities and practice under the following areas:

- *Equality Duty* (Equality Act 2010)
- *Keeping Children Safe in Education* DfE-00140-2016
- *The Prevent Duty* DFE-00174-2015
- *Promoting fundamental British Values as part of SMSC in schools.* Ref: DFE-00679-2014
- *The Convention for the Rights of the Child* (As a Unicef - Rights Respecting School). PSHE significantly contributes to upholding and promoting the following articles:
Article 2 (Non-discrimination)

- Article 6 (Survival and development)
- Article 12 (Respect for the views of the child)
- Article 14 (Freedom of thought, conscience and religion)
- Article 15 (Freedom of association)
- Article 17 (Access to information; mass media)
- Article 19 (Protection from all forms of violence)
- Article 24 (Health and health services)

At St Laurence Church Infant School we define Relationship Education and Sex Education (RSE) as part of lifelong learning about emotional, moral and physical development. It gives our children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It also is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. It concerns the understanding of the importance of stable and loving relationships, good communication, compassion, respect, honesty, trust and loyalty. It seeks to develop attitudes and skills that children will take beyond school to work to make the world a happy, peaceful and fair place for everyone.

Clearly defined elements of the RSE curriculum are embedded within PSHE and other curriculum subjects such as science so that our school provision is seen as a cohesive whole.

We aim to:

- help children learn to respect and care for themselves and others;
- enable children to develop positive, safe relationships with family, friends, in and out of school and online;
- prepare our children to live confident, healthy and independent lives;
- give our children learning opportunities to explore and understand Christian based attitudes and values, rights and responsibilities and those of others so that they can make thoughtful choices.
- provide our children with relevant knowledge to support mental and physical health and to understand the importance of resilience;
- provide our children with a safe environment in which to share feelings, worries and concerns.

Our teaching of RSE endeavours to ensure that all children:

- seek to value their own uniqueness and that of others
- develop confidence in talking, listening and thinking about feelings and relationships;
- understand how to keep themselves safe both within and outside of relationships, and online
- know how to respect and care for the human body and begin to understand how their bodies work;

- learn how to build on this knowledge to make effective and responsible choices

The role of parents

We seek to work in partnership with parents following the guidance outlines. This helps us to strengthen relationships right across our community.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Paragraph 40. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Paragraph 41. All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This entitles parents to withdraw their child from the elements of sex education that are not part of the science or health curriculum following discussion with the head teacher.

Implementation

How we teach RSE.

Inclusive and cross curricular RSE is delivered in a way that engages young children and involves them in their own learning. It aims to improve children's self-esteem and support their emotional development and mental health. It is based upon the developmental and expressed needs of children and is mindful of their previous experience. With our strong Christian ethos we would expect RSE to be firmly embedded in the whole nature of our school life. It is in the day to day practicalities of living together that relationships are explored as well as in focused teaching sessions.

Some of the teaching sessions cover areas unique to RSE while the science curriculum will deliver an understanding of biological aspects of health, and as part of computer studies there is a focus on online safety. All adults working in school are expected to offer children a positive role model and all visitors in school to abide by school rules. Collective worship, subject focused learning weeks, special events and work by the school council all contribute to learning in this area. The issues involved in human rights are focused on in teaching sessions and also as part of Collective Worship, the work of the school council and in visual displays and

resources around school. These are an element of provision as a Rights Respecting School - part of the Unicef project.

Clear age appropriate ground rules are laid down when sessions start so that children feel secure and so that confidentiality is maintained. This is important so that issues such as difficult relationships, challenging feelings, bullying and mental health can be explored as necessary in a supportive environment. The use of story, puppets, role-play, and film allow the children to be distanced through their imagination so they may engage safely and more objectively with sensitive and challenging issues. This also enables learning to remain fluid and flexible as children bring their learning to bear on their lives.

How we plan RSE.

While the new documentation does not make explicit provision for children in the Early Years Foundation Stage, they have the opportunity to explore appropriate RSE through Personal, Social and Emotional Development, which is a Prime Area of Learning. This area of learning includes the following three Early Learning Goals:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

The content relating to RSE is incorporated within plans to meet these goals. The titles of these can be seen to relate closely to areas within RSE.

Based on a framework and programmes of study given by the PSHE Association, the PSHE curriculum has been redesigned to embrace the new RSE guidance. Curriculum maps, lesson plans and resources are provided for at least one session of teaching each week to be delivered by the teacher or teaching assistant. Most of this is detailed within the PSHE curriculum guidance and planning. Also provided is guidance to help make sessions safe and effective for children in what is often time where sensitive issues are discussed.

How we teach RSE in EYFS.

Teaching in the Reception classes has a focus in weekly sessions while being incorporated in the way classrooms are managed and relationships encouraged

How we teach RSE in KS1.

Children in Key Stage One are taught RSE through PSHE (Personal, Social, Health and Economic Education), Science, Religious Education, Collective Worship, Physical Education and through the ethos and behaviour policy of the school.

PSHE

The PSHE curriculum provides an opportunity for children to explore RSE particularly through the three core themes of:

Health and Well Being - Families and friendships, Safe relationships, Respecting ourselves and others

Relationships - Belonging to a community, Media literacy and digital resilience, Money and work.

Living in the Wider World - Physical health and Mental wellbeing, Growing and changing, Keeping safe

Science

The Science curriculum provides an opportunity for children to explore RSE through the Science Programmes of Study:

Year 1 Animals, including humans - 'identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense'

Year 2 Animals, including humans - 'notice that animals, including humans, have offspring which grow into adults'; 'find out about and describe the basic needs of animals, including humans, for survival (water, food and air)'

Religious Education

RSE is taught through the following dispositions of the Birmingham Agreed Syllabus for Religious Education:

- Caring for Others, Animals and the Environment
- Cultivating Inclusion, Identity and Belonging
- Being Loyal and Steadfast

Physical Education

The contribution made here to health education related to fitness and the positive effects of exercise in terms of mental health and well-being. Attitudes of sportsmanship and cooperation are also taught.

How we ensure all children access the RSE curriculum.

All children, regardless of ability, are provided with differentiated opportunities to participate in RSE. Teachers take into account the different needs and capacities of the children when planning work and use resources appropriately to support this work. We recognise the right of every child to full entitlement of the curriculum and the teaching of RSE. Children who may need extra support are provided with this within the class setting. Groupings are varied to include individual, small group, whole class or friendship groups. This enables the children to feel secure whatever their individual needs may be.

How we assess RSE.

Monitoring and evaluation is carried out by the staff using their professional judgement and knowledge of the children. In most sessions children will have

opportunities to express ideas in some form, it may be written or in some creative or exploratory form. Discussion forms an important part of sessions and will also contribute to teachers formative assessment. Summative assessment to evaluate learning and identify future needs also draws on discussion and work examples, and a collection of pupils work will form a basis for evaluation for staff to work with as a year group to help them develop planning to meet class and individual needs

How is the teaching and learning of RSE monitored?

As part of the evaluation process teachers will keep samples of work and pictorial evidence to demonstrate children's learning. The questions raised by the children are indicative of their thinking processes and how they reflect upon the material they explore. Individual anecdotal evidence of this kind is helpful and used in planning to be relevant and appropriate. The subject leader will gather these collections to form a basis for evaluation and work with staff and year group leaders to monitor planning to ensure RSE is being delivered sensitively and appropriately. The Subject Lead is in the process of developing planning and resources (May 2020).

Impact

It is likely that the impact of some of this teaching will emerge beyond the time that the children are at St Laurence Infants School. However, we want to see children at ease with themselves and others, expressing care and showing empathy and resilience, working cooperatively and creatively, knowing how to keep themselves safe and healthy in their daily lives in school and beyond.

Supporting materials

Documents that inform the school's RSE policy include:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2019)*
- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education - Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*

Review

This policy will be reviewed and monitored by staff and Governors.

Date of policy: May 2020

Approved: November 2020

Date Of review: November 2021

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS
EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH
EDUCATION (RSHE)¹**

In St Laurence church Infant School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.