

## Relationships and Sex Education Policy.(RSE)

### 1 Introduction

1.1 We have based our school's RSE education policy on the DFE guidance document Relationship Education Guidance (ref DFE Feb 2019 SRE guidance to Schools). In this document, sex education is defined as 'learning about the emotional, social and physical aspects of growing up, relationships, sex human sexuality and sexual health.'. The aim of RSE is to equip children and young children with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.'. RSE is part of the personal, social and health education curriculum in our school. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

(Article 34: UNCRC – You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you. Article 36: You have the right to protection from any kind of exploitation).

1.2 There are 3 main elements:

- i. Attitudes and values;  
Learning the value of family life, stable and loving relationships and marriage  
Learning the value of respect, love and care  
Exploring, considering and understanding moral dilemmas.  
(Article 9: you have the right to live with your parent(s) unless it is bad for you. You have the right to live with a family who cares for you).
- ii. Personal and social skills;  
Learning to manage emotions and relationships confidently and sensitively  
Developing self-respect and empathy for others  
Developing an appreciation of the consequences of choices made  
Learning how to recognise and avoid exploitation and abuse.
- iii. Knowledge and understanding;  
Learning and understanding physical development at appropriate stages  
Understanding human sexuality, reproduction, sexual health, emotions and relationships.

### 2 Aims and objectives

- To provide opportunities for pupils to learn about their bodies, health and relationships with a particular focus on puberty and growing up, dealing with emotions and managing personal relationships and sexual health.
- To enable pupils to develop the confidence to talk, listen and think about feelings and relationships.
- To provide opportunities for pupils to develop values, attitudes, learn personal and social skills and increase knowledge and understanding to help them make informed decisions and take increasing responsibility for their health and wellbeing.
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

**(Article 4: Your family has the responsibility to help you learn to exercise your rights and to ensure that your rights are protected.)**

- To contribute to the safeguarding of pupils and enable them to develop skills and confidence to access help and advice.

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- To promote equality, inclusion and acceptance of diversity.

## **Objectives:**

### **To support pupils in:**

- acquiring a knowledge and understanding of physical and emotional development and growing up
- understanding human reproduction, emotions and relationships
- developing self respect and empathy for others
- understanding rights and responsibilities for self and others
- developing confidence and skills in talking, listening, thinking about and managing feelings and relationships and respecting the differences between people
- learning how to identify risk
- understanding the positive benefits of loving, rewarding and responsible relationships and recognising the value of stable family life, and the responsibilities of parenthood (whilst being mindful of the range of situations of pupils and so as not to undermine confidence or imply criticism).
- comprehending the range of attitudes and behaviour in present day society and making sense of information they may have picked up from the media / playground myths.
- considering their own attitudes and to encourage them to make informed, reasoned and responsible decisions about the attitudes they will adopt both whilst they are at school and in life.
- Recognising the physical, emotional and moral consequences of their choices

## **2.1 Morals and Values Framework:**

- To encourage good relationships between pupils, parents/carers, staff and the community based on respect, care, rights and responsibilities.
- To promote self-confidence and self-discipline by developing lively, enquiring minds, the ability to question and argue rationally.
- To enable pupils to resist social and commercial pressures through development of an informed opinion and sense of self-worth.
- To engender awareness and respect for religious and moral values through a curriculum which in its content and emphasis reflects the wide range of cultures, histories and life styles in our multi-ethnic and multi faith society.

## **3 Context**

Sex and relationship education is supported by the school's wider curriculum for **Personal, Social, Health, Education (PSHE)**.

In this way, the school ensures that pupils:

- receive their sex education in the wider context of relationships;  
and
- are prepared for the opportunities, responsibilities and experiences of life.

The **Foundation curriculum** provides a broad basis for the development of SRE through the early learning goals promoting the importance of fairness, equity and caring for one another.

The combined **PSHRE and Citizenship framework** at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below\* are delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:

- developing confidence and responsibility and making the most of

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pupils' abilities;

- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

(**Article 19:** you have the right to be protected from being hurt and mistreated in body or mind).

Relationship education contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

See:

- **Appendix 1** for learning outcomes for each key stage
- **Appendix 2** for key questions for coverage at each key stage
- **Appendix 3** for SRE overview for the primary phase

### 4 How relationship Education is Provided

4.1 Statutory requirements; We must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE we must have regard to guidance issued by secretary of state as outlined in section 403 of the Education Act 1996.

At KPINS we teach RSE as set out in this policy;

Teachers use a range of strategies to help children develop confidence in talking, listening and thinking about sex and relationships. These include, establishing ground rules, 'distancing' techniques and group discussion.

4.2 We teach relationship education through different aspects of the curriculum. While we carry out the main teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

What is taught: -

Years R, 1 & 2

In the early years, relationship education focuses on friendship, bullying and the building of self-esteem.

#### **National Curriculum Science (2014) Key Stage 1**

In Year 1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

In Year 2 notice that animals, including humans, have offspring which grow into adults

(**Article 15:** You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others).

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4.3 In PSHRE we teach children about relationships, and we encourage children to discuss issues. We teach about the private parts of the body,. We encourage the children to ask for help if they need it.

Relationship Education teaches about the characteristics of positive relationships and how to develop and nurture the following;

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe
- 

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 circumstance (families can include single parent families, LGBT families, families headed by grandparents, adoptive parents, foster parents/carers) along with reflecting sensitively that some children may have a different structure of support around them ( for example, looked after children or young carers)

4.4

Language and terminology

Medically correct term for the genitalia will be used with the children. (vulva, vagina, penis and testicles.) This allows our pupils to develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body.

As part of PSHRE scheme of work; pupils are taught the names of the external genitalia and know the differences between boys and girls. As a school we feel this is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused.

Article 34: You have the right to be free from sexual abuse

4.5 In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

## 5 The role of parents

5.1 The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's relationship education policy and practice;
- answer any questions that parents may have about the relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

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5.2 Parents do not have the right to withdraw their child from relationships education programme that we teach in our school.

Children cannot be withdrawn from lessons that are part of the statutory National Curriculum for science.

### **Key stage 1**

That animals including humans, move, feed, grow, use their senses and reproduce recognise and compare the main external parts of the bodies of humans. (learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).

Pupil will learn that; humans and animals can produce offspring (exploring lifecycles) and these grow into adults recognise similarities and differences between themselves and others and treat others with sensitivity.

## **6 The role of other members of the community**

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support. With our RSE education programme.

## **7 Confidentiality**

7.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.) (CRC Article 34)

## **8 The Role of the Headteacher**

8.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our relationship education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.2 The Headteacher liaises with external agencies regarding the school relationship education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

8.3 The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **9. Monitoring and review**

9.1 The RE programme will be monitored through review of planning, lesson observations undertaken by the PSHE Co-ordinator / member of the Senior Leadership Team, discussion

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at staff meetings and pupil focus groups. The SRE programme will be evaluated by the teachers and support staff, pupil evaluation at the end of each unit of work and through consultation with parents/carers. The findings of the evaluation will be shared with staff and will inform the future planning and review of the SRE provision.

- 9.2 The Curriculum Committee of the governing body monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

### **9.3 Policy Development;**

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

- 1.All relevant information was reviewed
2. Staff consultation-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
- 5.Ratification-the policy was shared with governors and ratified.

**Signed:** Lisa Kirk

**Date:** September 2022

**Ratified by the Governing Body:**

**Governor with SRE Responsibility:** ??

**To be reviewed:** - September 2023