

**Stamshaw Infant School**  
**Relationships Education, Relationships**  
**and Sex Education (RSE) and Health**  
**Education**

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum .....	3
6. Delivery of RSE .....	4
7. Roles and responsibilities.....	4
8. Parents' right to withdraw .....	5
9. Training.....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of primary school pupils should know .....	10

---

## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure pupils have respect for the views of one another, regardless of religion, culture or sexual orientation
- Ensure pupils have a responsibility for keeping themselves safe
- Identify their positive and negative feelings and develop strategies to manage these

## 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Stamshaw Infant School we teach RSE as set out in this policy.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### 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. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school 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 – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

The focus for Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships. The school delivers RSE through various areas of the curriculum including the themes identified in the 'PSHE and Citizenship' framework and SEAL for KS1, which is taught in most other subject areas.

This enables children to:

- understand appropriate behaviour
- recognise different kinds of relationships
- understand the need for trust, honesty and respect
- recognise and accept differences
- make decisions about their own bodies
- understand they have a right to say no
- understand ways of keeping physically and emotionally safe
- know how to maintain physical, mental and emotional health and wellbeing.
- understand how to manage risks to physical and emotional health and wellbeing.
- identify and use ways of managing change
- identify different influences on health and wellbeing.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

This is an important and sensitive issue and the aim of our RSE policy is to clarify the content of Sex and Relationship Education and how it is taught at our school. RSE is not taught in isolation but through the science curriculum, Personal Social and Health Education and teaching about citizenship. Other adults, such as the school nurse or other health professionals, may be involved and all materials and resources used will be appropriate to the age group.

The sex education elements of the **Science National Curriculum at Key Stage 1** are compulsory for all children at primary schools and comprise of the following:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- that animals including humans, move, feed, grow, use their senses and reproduce

- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities between themselves and others and treat others with sensitivity

By the end of Key Stage 1 (Year 2), children will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also recognise different ways in which family and friends care for each other. They will be able to explain ways of keeping clean and they will be able to name the main parts of the body. Children will also be able to explain how people change as they grow older.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

[For more information about our RSE curriculum, see Appendices 1 and 2.](#)

## 7. Roles and responsibilities

### 7.1 The governing body

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### 7.3 Staff

All teaching 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.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation. 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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

## 9. 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 or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Miss Beare, PHSE Leader, through:

- Monitoring of the year group planning
- Work sampling
- Staff meeting collaborations
- serious consideration to any comments from parents about the SRE programme

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

This policy will be reviewed by Miss Beare, every two years. At every review, the policy will be approved by the Strategic Committee of the governing board.

<b>Date Approved</b>	<b>March 2021</b>
<b>Owner</b>	<b>Local Governing Body</b>
<b>Review Date</b>	<b>March 2023</b>

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

---

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1			

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Ongoing	<p><b><u>Families and people who care for me:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise families are important for children growing up because they can give love, security and stability.</li> <li>• To understand the characteristics of a 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.</li> <li>• To know 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.</li> </ul> <p><b><u>Caring friendships:</u></b></p> <ul style="list-style-type: none"> <li>• To understand how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• To recognise the characteristics of friendships. (Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <p>To recognise that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b><u>Respectful relationships:</u></b></p> <ul style="list-style-type: none"> <li>• To understand the importance of respecting others, even when they are different from them (for example; physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</li> <li>• To understand the practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• To understand and apply the conventions of courtesy and manners.</li> </ul> <p><b><u>Online relationships:</u></b></p> <ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul> <p>Being safe:</p> <p><b><u>Being safe:</u></b></p> <ul style="list-style-type: none"> <li>• To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context.)</li> <li>• To understand 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.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about an adult.</li> </ul>	<p>E-Safety. Safer Internet Day- 11<sup>th</sup> February 2021.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Ongoing	<p><b><u>Families and people who care for me:</u></b></p> <ul style="list-style-type: none"> <li>• To understand that stable, caring relationships, which may be different types are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• To understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b><u>Caring friendship:</u></b></p> <ul style="list-style-type: none"> <li>• To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>• How to recognise who to trust and who not to trust.</li> <li>• How to judge when a friendship is making them feel unhappy or uncomfortable.</li> <li>• How to manage conflict, understanding resorting to violence is never right.</li> <li>• How to manage situations and how to seek help or advice from others, if needed.</li> </ul> <p><b><u>Respectful Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• To understand that in school and 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.</li> <li>• To learn and recognise different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• To understand what a stereotype is, and how stereotypes can be unfair, <b>negative</b> or destructive.</li> <li>• To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2		<p><b><u>Online Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• People sometimes behave differently online, including pretending to be someone they are not.</li> <li>• To understand the same principles apply to online relationships as face-face relationships. (Including the importance of respect for others online including when we are anonymous).</li> <li>• How to recognise risk, harmful content and contact, and how to report them.</li> <li>• To critically consider online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• To understand how information and data is shared and used online.</li> </ul> <p><b><u>Being Safe:</u></b></p> <ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• To understand that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and or/other sources.</li> </ul>	E-Safety. Safer Internet Day- 11 <sup>th</sup> February 2021.

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

