



Stamshaw Infant School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Revised by School	March 2023
Responsible Person	Jo Cooper (Headteacher)
Responsible Committee	Governing Body
Ratified by GB	March 2023
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This policy encompasses our belief that we as a school have a responsibility for helping our children develop as mature citizens who understand their rights and responsibilities and have been given the skills to make appropriate choices to lead a full and rewarding life.

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 (in line with the KS1 Statutory Science Curriculum).
- 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.

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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 review the draft policy online and complete a survey related to any policy changes.
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 in line with statutory changes and adaptations.

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

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

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).

Children's Questions and Child Protection

All members of staff are approachable to discuss sex and relationships with the children. Questions should be answered in an open, sensitive manner. However, if a child should ask questions of a very explicit nature or if a child makes a reference to involvement in sexual activity or appears to be a victim of abuse, then the member of staff will take the matter seriously and deal with it as a matter of child protection. Concerns will be immediately taken to the Headteacher/ Designated Safe Guarding Lead who will deal with the matter in accordance with Child Protection procedures.

7. Roles and Responsibilities

7.1 The Governing Board

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

Teachers 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

Teachers 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 or RSE subject lead.

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 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 Mrs Mendoza, PSHE/RSE Leader, through:

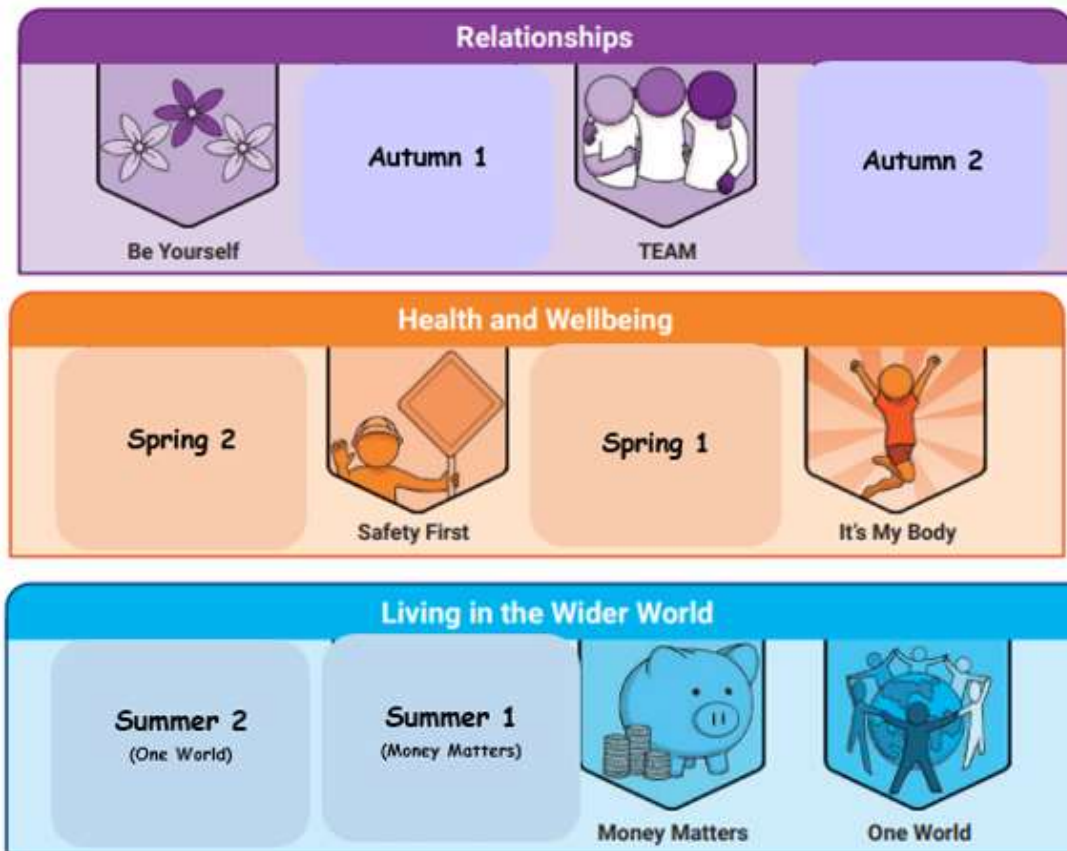
- Monitoring of the year group planning
- Work sampling
- Staff meeting collaborations
- Serious consideration to any comments from parents about the SRE programme

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

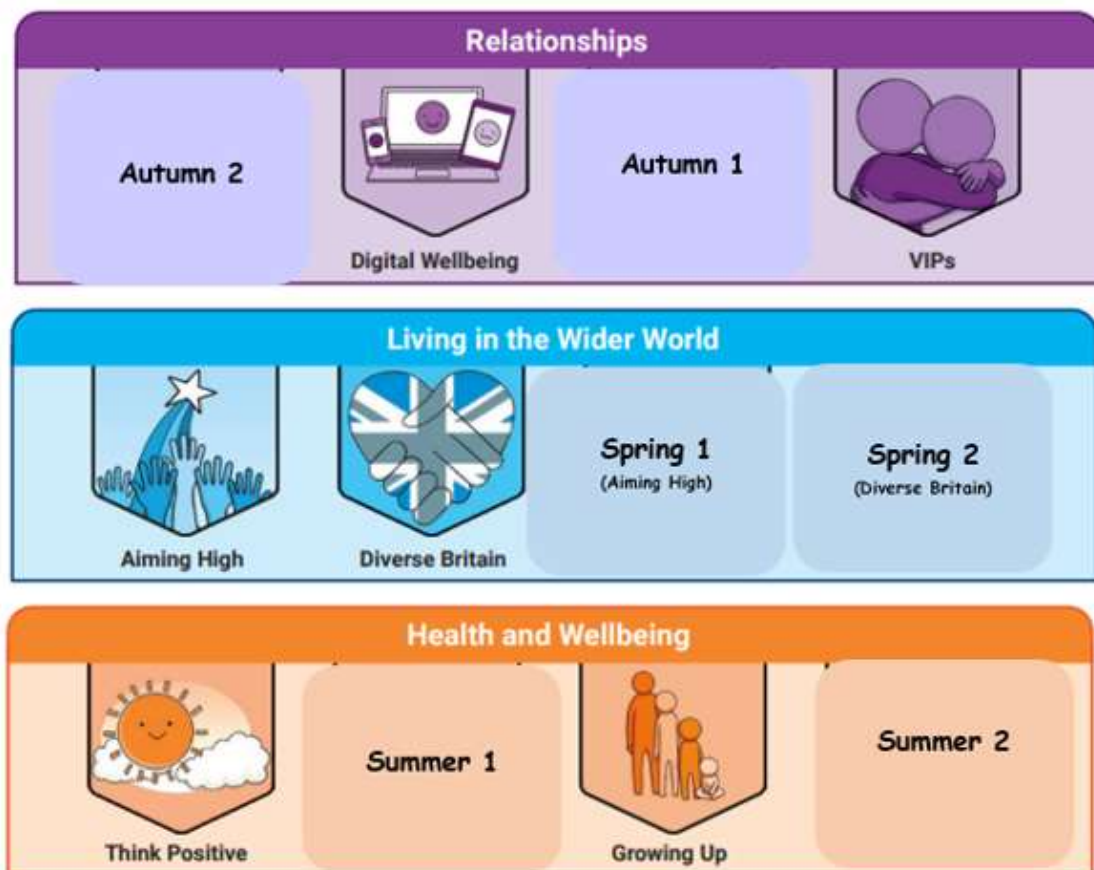
This policy will be reviewed by Mrs Mendoza, every two years. At every review, the policy will be approved by the Strategic Committee of the governing board.

Date Approved March 2023	
Owner Local Governing Body	
Review Date March 2025	

Year 1 Overview of PSHE/RSE Subjects taught across the year.



Year 2 Overview of PSHE/RSE Subjects taught across the year.



Year 1 PSHE/RSE Yearly Overview.

KS1 Topic Breakdown	Termly Overview		Termly Overview		Termly Overview	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Be Yourself (Relationships)	Team (Relationships)	It's My Body (Health and Wellbeing)	Safety First (Health and Wellbeing)	Money Matters (Living in the Wider World)	One World (Living in the Wider World)

Autumn Term - **Relationships**

Autumn Term 1- Be Yourself

Lesson 1- Marvellous Me	I can talk about what makes me special.
Lesson 2- Feelings	I can name some of the different feelings I have and can describe how they feel.
Lesson 3- Things I Like	I can talk about things that I like that make me feel happy.
Lesson 4- Uncomfortable Feelings.	I can talk about things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.
Lesson 5- Changes.	I can discuss how change and loss makes me feel.
Lesson 6- Speak Up!	I can share what I think and feel with confidence.

Autumn Term 2-TEAM

Lesson 1- Together Everyone Achieves More	I can talk about what a team looks like.
Lesson 2- Listening	I can be a good listener.
Lesson 3- Being Kind	I can explain how to be kind and why it is important.
Lesson 4- Bullying and Teasing	I can talk about unkind behaviour like teasing and bullying.
Lesson 5- Brilliant Brains	I can explain how to be a positive learner.
Lesson 6- Making Good Choices	I can identify good and not-so-good choices.

Spring Term- **Health and Wellbeing**

Spring Term 1- It's My Body

Lesson 1- My Body, My Business	Who does your body belong to? What should you do if you feel unsafe or worried about something?
Lesson 2- Active and Asleep	What does exercise do to our bodies and is it important? What does sleep do to our bodies and is it important?
Lesson 3- Happy, Healthy Food	What is a healthy diet? Why is it important to eat well?
Lesson 4- Clean as a Whistle	What are germs and how can they be bad for us? How can we keep ourselves clean?
Lesson 5- Can I eat it?	Why are some things dangerous to eat or drink and how can they harm us? How can we keep ourselves safe?
Lesson 6- I can choose.	What choices can you make to be healthier, safer and happier? How can we make better choices?

Spring Term 2- Safety First

Lesson 1- Keeping Safe	I know how to stay safe and who can help if I feel unsafe.
Lesson 2- Staying Safe at Home	I know how to stay safe at home.
Lesson 3- Staying Safe Outside	I know how to stay safe when I am out and about.
Lesson 4- Staying Safe Around Strangers	I can keep myself safe in different situations with people I do not know.
Lesson 5- Safe Secrets and Surprises	I know what I can share and what I should keep private to keep myself and others safe.
Lesson 6- People Who Can Help	I know who to go to if I need help.

Summer Term- **Living in the Wider World**

Summer Term 1- Money Matters

Lesson 1- Money	I can explain the different forms money comes in.
Lesson 2- Where Money Comes From.	I can explain where money comes from.
Lesson 3- Look After It.	I can explain how to keep money safe and why this is important.
Lesson 4- Save or Spend?	I can explain choices I have about money and why it is important to keep track of what I spend.
Lesson 5- Want or Need?	I can explain the difference between the things we want and the things we need.
Lesson 6- Going Shopping.	I can explain what happens when we go shopping.

Summer Term 2- One World

Lesson 1- Families	I can explore family life in different countries and say how it is the same as mine and how it is different.
Lesson 2- Homes.	I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.
Lesson 3- Schools.	I can explain what it is like to go to school in other countries and say how it is the same and how it is different to my school.
Lesson 4- Environments.	I can explore places where people live which are different from where I live.
Lesson 5- Resources.	I can think about how people use things from the Earth and what problems this can cause.
Lesson 6- Planet Protectors.	I can say why it is important to care for the Earth and identify how I can help protect it.

Year 2 PSHE/RSE Yearly Overview.

KS1 Topic Breakdown	Termly Overview		Termly Overview		Termly Overview	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 2	VIP's (Relationships)	Digital Wellbeing (Relationships)	Aiming High (Living in the Wider World)	Diverse Britain (Living in the Wider World)	Think Positive (Health and Wellbeing)	Growing Up (Health and Wellbeing)

Autumn Term – **Relationships**

Autumn Term 1- VIP's

Lesson 1- Who Are Your VIP's?	I can talk about the very important people in my life and explain why they are special.
Lesson 2- Families	I can describe why families are important.
Lesson 3- Friends	I can describe what makes someone a good friend.
Lesson 4- Falling Out	I can describe ways to help resolve arguments and disagreements without being unkind.
Lesson 5- Working Together	I can co-operate with others to achieve a task.
Lesson 6- Showing You Care	I can describe how I can show my special people that I care about them and I understand why this is important.

Autumn Term 2- Digital Wellbeing

Lesson 1- The Internet and Me	I can talk about ways in which the internet is useful.
Lesson 2- Online and Offline	I know how to balance screen time with other activities and understand why this is important.
Lesson 3- Staying Safe Online	I know how to stay safe online.
Lesson 4- Personal Information	I can explain why we keep personal information private.
Lesson 5- Communicating Online	I know how to communicate online in ways that show kindness and respect.
Lesson 6- True or False?	I understand that not everything on the internet is true.

Spring Term- **Living in the Wider World**

Spring Term 1- Aiming High

Lesson 1- Star Qualities	What are our star qualities? What star qualities would we like to develop?
Lesson 2- Positive Learners	What is a positive learning attitude? How can a positive learning attitude help us?
Lesson 3- Bright Futures	What kind of jobs do people do? What do we want to be when we grow up?
Lesson 4- Jobs for All	Are some jobs for some people and not for others? Can we give reasons for our opinions?
Lesson 5- Going for Goals	What are our goals for the future? How can we achieve our goals?
Lesson 6- Looking Forward	How might next year be different from this year? What are we looking forward to about next year?

Spring Term 2- Diverse Britain

Lesson 1- My School	I can describe ways I can help my school community.
Lesson 2- My Community	I can describe ways I can be a good neighbour.
Lesson 3- My Neighbourhood	I can identify things that help and harm my neighbourhood.
Lesson 4- My Country	I can describe what it is like to live in the British Isles.
Lesson 5- British People	I can explore how people living in the British Isles can be different and how they are the same.
Lesson 6- What Makes Me Proud of Britain?	I can talk about being British and living in the British Isles.

Summer Term- **Health and Wellbeing**

Summer Term 1- Think Positive

Lesson 1- Think Happy, Feel Happy	I can understand how happy thoughts can make me feel good.
Lesson 2- It's Your Choice.	I make good choices and consider the impact of my decisions.
Lesson 3- Go-Getters.	I can set myself goals and consider how to achieve them.
Lesson 4- Let It Out.	I can discuss my feelings and opinions with others and cope with different emotions.
Lesson 5- Be Thankful.	I can discuss things I am thankful for and focus on what I do have, rather than on what I do not have.
Lesson 6- Be Mindful.	I can focus on what is happening now and how I am feeling.

Summer Term 2- Growing Up

Lesson 1- Our Bodies.	I can name the main parts of boys and girls bodies.
Lesson 2- Is It OK?	I understand how to respect my own and other people's bodies.
Lesson 3- Pink and Blue.	I understand we are all different and different people like different things.
Lesson 4- Your Family, My Family.	I can talk about my families and others families.
Lesson 5- Getting Older.	I can describe how I will change as I get older.
Lesson 6- Changes.	I can describe things that might change in a person's life and how it might make them feel.

Statutory RSE Objectives for Key Stage 1.

Families and people who care for me

Pupils should know:

- 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

Caring friendships

Pupils should know:

- 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 should know:

- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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