

RELATIONSHIPS AND SEX EDUCATION POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 4th July 2022

It will be reviewed July 2023

Signed:

Date:

Aims:

The aims of relationships and sex education at Buxton Infant School are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives. At Buxton Infant School we place high value and importance on family life and we aim to reflect the different family backgrounds our children come from. We will help the children develop knowledge and understanding of what caring and loving families are. The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something. Our aim is for the children to develop feelings of self-respect and confidence in themselves. We aim to develop the children's empathy towards others, understanding that although people and families may be different everybody is entitled to respect. We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them. We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

Objectives:

- To teach children the value of stable, loving relationships
- To teach children respect and understanding of different relationship and variety of family situations.
- To teach children to develop self-confidence and empathy for others
- To begin to understand the process of birth and growth.
- To teach children the correct vocabulary to describe themselves and their bodies and know which parts should be private.
- To teach children to know the difference between appropriate and inappropriate touch and their right to say no.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. It is not a statutory requirement to provide sex education to our Infant children but we must teach the parts of the science national curriculum relating to humans and growth. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Buxton Infant School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with school leadership, staff and governors. The consultation and policy development process involved the following steps:

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents given the opportunity to read the policy and provide comments
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationship and Sex education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The RSE element is contained in the relationships section of the PHSE document. The non-statutory elements are highlighted in green.

Delivery of Relationship and Sex education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Aspects of RSE are referred to in whole school and year group assemblies, especially when exploring themes such as empathy, respect and understanding of others. 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 and Staying 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 along with reflecting sensitively that children have different family structures.

At Buxton Infant school we cover the KS1 science national requirements for 'animals including humans'. This covers identifying main body parts and life cycles. In addition, we use the NSPCC PANTS materials to teach the children about maintaining private and use the correct vocabulary to name body parts which includes correct terminology for private areas in year 2.

Roles and responsibilities

The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Children

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education element of PHSE or the statutory biological element contained within Science. Specific elements of our curriculum which deal with human birth and the naming of private body parts are non-statutory and parents do have the right to withdraw their child from those few lessons in year 2. These elements are highlighted in green on the progression document. Please speak to your child's teacher directly if you would like more information of these elements and you subsequently decide to withdraw your child from this teaching.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by the headteacher.

Lesson observations, learning walks, feedback from staff and children

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

This policy will be reviewed every 2 years. At every review, the policy will be approved by governing body and headteacher.

Adopted by the governing board of Buxton Infant School on **4th July 2022**.



Topic area	F.S	Year 1	Year 2	Year 3
<p>Health and Well Being:</p> <p>Mental wellbeing</p> <p>Physical health and fitness</p> <p>Healthy eating Health and prevention</p>	<ul style="list-style-type: none"> • Children can tell adults when hungry or tired or when they want to rest or play. • Children observe the effects of activity on their bodies. • Children gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Children can usually manage washing and drying hands. • Children dress with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. • Children eat a healthy range of foodstuffs and understands need for variety in food. • Children are usually dry and clean during the day. Children show some understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health 	<ul style="list-style-type: none"> • what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • the importance of, and how to, maintain personal hygiene • about the process of growing from young to old and how people’s needs change • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention • what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy 	<ul style="list-style-type: none"> • to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading 	<p>Use Of Derbyshire PHSE Matters SOW</p>

			<p>about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <ul style="list-style-type: none"> • the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls • about the ways that pupils can help the people who look after them to more easily protect them 	
<p>Relationships :</p> <p>Families Friendships Respect</p>	<ul style="list-style-type: none"> • Children listen and respond to ideas expressed by others in conversation or discussion. • Children understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Children are aware of the boundaries set, and of behavioural expectations in the setting. • Children are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>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 to communicate their feelings to others, to recognise how others show feelings and how to respond to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class to listen to other people and play and work cooperatively (including strategies</p>	<ul style="list-style-type: none"> □ 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 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from the difference between secrets and nice surprises (that everyone will find out 	

	<ul style="list-style-type: none"> ☐ Children are aware of own feelings, and knows that some actions and words can hurt others' feelings. Children ☐ increasingly accept the needs of others and can take turns and share resources, sometimes with support from others. Children can usually tolerate delay when needs are not immediately met, ☐ and understands wishes may not always be met. Children can usually adapt behaviour to different events, social situations and changes in routine. Children ☐ can describe self in positive terms and talk about abilities. ☐ 	<p>to resolve simple arguments through negotiation) to identify and respect the differences and similarities between people to identify their special people (family, friends, carers), what makes them special and how special people should care for one another to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <ul style="list-style-type: none"> • to offer constructive support and feedback to others • to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable • strategies to resist teasing or bullying, if they experience or witness it, whom to go to and <p>To name body parts using correct terminology and how to get help</p> <ul style="list-style-type: none"> ☐ know and name which parts should be private • To understand the difference between appropriate and inappropriate touch and that they have the right to say no to unwanted touch. • To consider who in their lives they are able to trust and who they might not and name some trusted adults who they can talk to. • To understand that female human beings give birth to live babies as do all mammals, and that mammal 	
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			babies feed on milk produced by their mother.	
Living in the wider world	<ul style="list-style-type: none"> <input type="checkbox"/> Children show interest in the lives of people who are familiar to them. <input type="checkbox"/> Children remember and talk about significant events in their own experience. Children recognise and describes <input type="checkbox"/> special times or events for family or friends. Children show interest in different occupations and ways of life. <input type="checkbox"/> Children know some of the things that make them unique, and can talk about some of the similarities <input type="checkbox"/> and differences in relation to friends or family. 	how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them ways in which they are all unique; understand that there has never been and will never be another 'them'	<ul style="list-style-type: none"> <input type="checkbox"/> that they belong to different groups and communities such as family and school <input type="checkbox"/> what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) ways in <input type="checkbox"/> which we are the same as all other people; what we have in common with everyone else about the 'special <input type="checkbox"/> people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. 	<input type="checkbox"/>
Economic wellbeing and careers education	<ul style="list-style-type: none"> <input type="checkbox"/> Children are beginning to use everyday language related to money. 	that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	<ul style="list-style-type: none"> <input type="checkbox"/> about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices 	<input type="checkbox"/>

<p>Education For personal safety</p>	<p><input type="checkbox"/> Children show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p><input type="checkbox"/> that household products, including medicines, can be harmful if not used properly</p> <p><input type="checkbox"/> rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety,</p>	<p><input type="checkbox"/></p>
	<p><input type="checkbox"/> Children show understanding of how to transport and store equipment safely. Children practice some appropriate safety</p> <p><input type="checkbox"/> measures without direct supervision.</p>		<p>road safety, cycle safety and safety in the environment, rail, water and fire safety</p>	