



“We Care.”

Relationships and Sex Education (RSE) Policy

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PSHE/RSE Lead**

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Next Review: March 2025

Principal: 

Date: March 2024

Trustee: 

Date: March 2024

Introduction

This policy is a statement by the trustees on Relationships and Sex Education (RSE) at Hamstel Infant School and Nursery. The trustees at Hamstel Infants School and Nursery believe that a programme of RSE within the school is an essential part of the curriculum.

Our aims

We aim to create an environment of trust and confidence in which we can:

- Teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults.
- Deliver RSE in a way that allows all pupils to be able to ask questions and discuss issues that concern them.

RSE Legislation and guidance

All schools are required to provide RSE through the National Curriculum for Science (Education Act 1996). 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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

They also make Health Education compulsory in all schools except independent schools. In line with the guidance given by the DfE, we deliver RSE within our high quality PSHE curriculum.

What is Relationship and Sex Education? (RSE)

It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health which is taught at Key Stage 2 and beyond. It is not about the promotion of sexual orientation or sexual activity. (DfES 2000).

Teaching and the Curriculum

The focus in our school should be on teaching the children how to have positive friendships, family relationships, and relationships with other children and with adults.

By the end of Key Stage 1, children will have been taught content on:

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

We cover the statutory 'health' education within the PSHE curriculum. This includes teaching children about growing older and the parts of the body, including external body parts (genitalia).

As part of the Relationship and Sex Education programme, the Science National Curriculum Statutory requirements (2014 Curriculum) are as follows:

- 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)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

How RSE is delivered

We deliver relationships education as part of a timetabled PSHE programme, in addition to our science curriculum. We use a variety of resources to deliver our RSE lessons, but primarily use lesson plans and resources provided by the PSHE Association, Yasmin and Tom, 'Teaching SRE with confidence' The Christopher Winter project and NSPCC 'Talk PANTS'. The schemes are strengthened by the use of videos and story books.

The science programme will facilitate the study of animals, including humans and plants in all year groups, whilst also covering the issues that arise in different relationships through PSHE planning.

This means children will:

- develop confidence in talking, listening and thinking about feelings and relationships;
- be able to name parts of the body and describe how their bodies work;
- be able to protect themselves and ask for help and support;
- notice that animals including humans, have offspring which grow into adults.
- describe the importance of good health and hygiene

We are aware that there will often be occasions for discussion when questions will arise from children about animal, plant and human reproduction. We will aim to answer these individual questions appropriately using the correct age-appropriate vocabulary.

The delivery of RSE through PSHE lessons will ensure that RSE is not taught in isolation, and is firmly rooted within our frameworks for both science and PSHE.

In our school, the focus is primarily on safe and respectful friendships and relationships whilst also learning the correct scientific names for body parts. We also introduce the NSPCC 'PANTS' materials across the school, teaching children that their private parts are private.

The material will be delivered by teachers, with whom the children feel at ease, and support of health professionals will be sought as appropriate. We promote awareness, respect and sensitivity to any differences between all children.

The long-term planning overview can be viewed in the appendix of this policy.

Role and responsibilities

Trustees

Trustees were involved in the creation of this policy and will approve and hold the Principal to account for its implementation. The Trustees have delegated the approval of this policy to the Principal.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school and statutory guidelines are followed.

PSHE/RSE lead

The subject lead is also a member of the school senior leadership team and will work to ensure planning and implementation is delivered and monitored to a good standard. They will be responsible for the teaching and learning of this subject across the school.

Staff

Staff are responsible for the delivery of the RSE lessons in a sensitive way, modelling positive attitudes to RSE and monitoring progress, responding to the needs of individual pupils. 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 Principal and/or PSHE/RSE lead.

Monitoring and evaluation

The provision of RSE at Hamstel Infants is monitored closely by the senior leadership team and trustees. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Staff are briefed fully on the content of the lessons and best approaches for delivery, and the option to team teach with the PSHE/RSE lead is always offered if staff are lacking in confidence. Teacher planning provides possible questions that children may ask, example answers and definitions of vocabulary.

Use of Materials

All materials used within lessons are carefully vetted by the PSHE lead and the majority are approved by the PSHE Association. Any resources and materials can be shared and discussed with parents if requested.

Involvement of Parent/Carers

A letter will be sent out each year, reminding parents of the content of our RSE programme. Our policy and programme are available on the school website. Parents are able to come into school at any time to view further materials or discuss these with the RSE lead.

Rights of withdrawal

Parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If a parent feels the need to withdraw their child from these sessions, they should initially meet with the Principal and PSHE/RSE lead to discuss their concerns.

However, aspects of RSE which are part of the Science curriculum are also statutory and children may not be withdrawn.

Equality

Staff and trustees at Hamstel Infant School and Nursery are committed to removing barriers to learning and raising educational achievement for all children at the school. They are committed to equality of opportunity for all members of the school community regardless of special educational need, socioeconomic background, gender, race, religion and sexual orientation.

Members of staff are sensitive to the needs of children and their families and endeavour to preventing stereotyping that may promote sexism, racism and homophobia.

In the event of any parental concerns, the PSHE/RSE lead will meet with parents of children who may find the topics difficult, whether that be due to a protected characteristic or SEND, and we tailor the curriculum provision accordingly for individual children.

All lessons are adapted to meet the needs of learners.

Safeguarding

When delivering such a sensitive topic, consideration should be given to the safeguarding of every child and staff member in the school. Any disclosures made to a member of staff should be managed within the guidelines set out in the safeguarding policy. When delivering RSE to any group, staff members should be sensitive to the pupils' background and current circumstances ensuring the pupils feel safe when dealing with sensitive topics.

This policy has been developed in consultation with trustees, staff, pupils and parents/carers. Consultation will take place with The Parent Council and Senior leaders and the policy will be available on the school website.

Appendix 1



PSHE and RSE Long Term Plan

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
	Relationships			Living in the wider world				Health and Wellbeing				
	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe			
NURSERY	My family; feelings and emotions (RSE)	Sharing and taking turnings (RSE)	Feelings and emotions; rules (RSE)	Classroom rules; belonging to a class; forming positive relationships	Appropriate computer games (RSE)	Different jobs	Healthy foods, personal hygiene, exercise (RSE)	Body parts; changing (RSE)	Crossing roads safely with an adult; keeping safe at home and online (RSE)			
RECEPTION	Playing with different people; turn taking and sharing; (RSE)	Private body parts; staying safe outside (RSE)	Knowing why another child is upset; being sensitive, saying no; being polite (RSE)	Classroom rules; right from wrong; positive attachments	Appropriate computer games; limiting time using technology (RSE)	Different jobs; different strengths	Healthy foods, personal hygiene, importance of sleep, and exercise; knowing what I am good at (RSE)	Body parts; changing; what makes me unique (RSE)	Key workers that keep me safe; crossing roads safely; keeping safe online. (RSE)			
YEAR 1	Roles of different people; families; feeling cared for (RSE)	Recognising privacy; staying safe; seeking permission (RSE)	How behaviour affects others; being polite and respectful (RSE)	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online (RSE)	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety (RSE)	Recognising what makes them unique and special; feelings; managing when things go wrong (RSE)	How rules and age restrictions help us; keeping safe online (RSE)			
YEAR 2	Making friends; feeling lonely and getting help (RSE)	Managing secrets; resisting pressure and getting help; recognizing hurtful behaviour (RSE)	Recognising things in common and differences; playing and working cooperatively; sharing opinions (RSE)	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information (RSE)	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help (RSE)	Growing older; naming body parts; moving class or year (RSE)	Safety in different environments; risk and safety at home; emergencies (RSE)			

Appendix 2

Statutory expectations of what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

- 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 other people's 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 2 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

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

- The importance of respecting others, even when they're 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 cyber-bullying), 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)