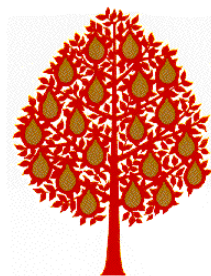


PERRYFIELDS INFANT SCHOOL



Helping each other to learn and grow

RELATIONSHIPS AND SEX EDUCATION POLICY

Approved By	Date	Next Review Date

PERRYFIELDS INFANT SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY



Helping each other to learn and grow

Introduction

Relationships and Sex Education is part of a lifelong learning process of physical, moral and emotional development. The foundations for this learning process need to begin as early as possible to ensure that all children develop high self-esteem, the skills of negotiation and problem solving and the ability to form positive and trusting relationships.

Children should learn about their own sexuality and relationships as part of growing up.

Our Shared Beliefs about RSE

In our school we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfers skills and explore attitudes and values, in order to support informed decision-making.

Relationships and sex education has three main elements:

- Attitudes and Values
 - Learning the importance of values, individual conscience and moral considerations
 - Learning the value of family life, marriage/partnerships and stable and loving relationships for the nurture of children
 - Learning the value of respect, love and care
 - Exploring, considering and understanding moral dilemmas.
- Personal and social Skills
 - learning to manage emotions and relationships confidently and sensitively
 - develop self-respect and empathy for others
 - learning to make informed choices and understanding the consequences of their choices
 - learning to manage relationships with an absence of prejudice
 - managing conflict
- Knowledge and Understanding
 - learning and understanding physical development at the appropriate stage

- learning and understanding that humans and animals reproduce
- developing a healthier, safe lifestyle.

The Curriculum

At Perryfields Infant School Relationships Education (Primary) is reflected in the Core Values and ethos of the school community and is incorporated into the school curriculum within the subject areas:

PSHE – Personal, social and Health Education (Citizenship)

- *Developing confidence and responsibility and making the most of their abilities*
- *Preparing to play an active role as citizens*
- *Developing a healthy, safer lifestyle*
- *Developing good relationships and respecting the differences between people*

Science – Life processes and living things

- *Life processes*
- *Humans and other animals*

Religious Education

- *Home family and belonging*

Physical Education

- *Knowledge and understanding of fitness and health*

English

- *Speaking and listening, group discussion and interaction*
- *Drama*

Within this curriculum, we will answer all children's questions, on an individual basis, as openly and honestly as possible. If a child asks a question or makes a comment that we consider difficult or sensitive to explain we will defer the answer and ask for guidance from a colleague and also from the child's parents.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy focuses on Relationships Education.

Any information given to a child in school will be sensitive to their readiness to understand and assimilate the information. It will also be sensitive to any religious or cultural beliefs that are held by the child's family. As with the whole school curriculum, information will be differentiated to meet the needs of all pupils including children with Special Educational Needs.

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these when they are encountered in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships apply as much online as they do offline especially as, by the end of primary school, many children will already be negotiating relationships seamlessly online and offline. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupil's lives. Teachers should include content on how information and data is shared and used online, for example sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

We aim to develop the ability to form strong and positive relationships with others, resilience and positive character attributes. This includes helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks. Pupils should develop honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.

The Foundation Stage (Age 4-5)

Early Learning Goals	<ul style="list-style-type: none">• Find out about and identify some features of living things and objects and events they observe• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others• Form good relationships with adults and peers• Dress and undress independently and manage their own personal hygiene	
The following section gives the questions our children will engage with as part of our planned SRE provision. These areas will be covered in Science and PSHE.		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none">• What does my body look like?• How has my body changed as it has grown?• Who are the members of my family and trusted people who look after me?• Who is my family and how do we care for each other?• Who are the different people who make up a family?• How do I know if something is safe or unsafe?	<ul style="list-style-type: none">• What differences and similarities are there between our bodies?• How can I look after my body and keep it clean?• How can I be a good friend?• Can I recognise and show my emotions?• Can I recognise emotions in other people and say how they are feeling?• Can I say 'No' if I feel unsure about something and it does not feel safe or good?	<ul style="list-style-type: none">• What can my body do?• How am I learning to take care of myself and what do I still need help with?• How do I feel about growing up?• What things are especially important to my family and me?• What do I think I have to keep safe from?

Key Stage 1 (Year 1 and 2)

Statutory Science Curriculum	<ul style="list-style-type: none"> • That animals, including humans, move, feed, grow and reproduce • That humans and other animals can produce offspring and these grow into adults • Recognise and compare the main external parts of the bodies of humans and other animals • Recognise similarities and differences between themselves and others, and to treat others with sensitivity 	
Non-statutory PSHE Curriculum most relevant to SRE	<ul style="list-style-type: none"> • About the process of growing from young to old and how people's needs change • The names of the main parts of the body • Rules for, and ways of, keeping safe...and about people who can help them to stay safe 	<ul style="list-style-type: none"> • To recognise how their behaviour affects other people • To identify and respect the differences and similarities between people • That families and friends should care for each other
The following section gives the questions our children will engage with as part of SRE provision. Those in bold text are directly linked to the compulsory elements of the National Curriculum for Science		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are the names of the main parts of the body? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? • How do babies change and grow? • What do babies and children need? • What are risky situations and how can I keep myself safer? • What healthy choices can I make? • What are some of the similarities and differences between me and others? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be? 	<ul style="list-style-type: none"> • What can my body do? • How have I changed since I was a baby? • What are my responsibilities now I'm older? • Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change? 	<ul style="list-style-type: none"> • How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Safeguarding and Child Protection

Through Relationships Education (and RSE), schools can help prevent abuse and protect children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse. For example, in Perryfields Infant School this is done by focusing on boundaries and privacy, ensuring young children are taught that they have rights over their own bodies and know how to report concerns or seek advice. This includes understanding boundaries in friendships with peers and also in families and with others (both online and offline).

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Confidentiality

In our school we have clear and explicit expectations regarding confidentiality as outlined in the Code of Conduct and the Child Protection Policy. Staff are unable to offer absolute confidentiality however we will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm. Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Signed.....

Dated.....

January 2019