



Tennyson Road Infant School

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RELATIONSHIPS AND SEX EDUCATION POLICY

Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads: Miss Hall and Mrs Hilbourne.

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1. WHAT IS RELATIONSHIPS AND SEX EDUCATION (RSE)

“Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of Sex, Sexuality and Sexual health. It is not about the promotion of Sexual orientation or Sexual activity.” (DFE July 2000)

RSE develops pupils’ physical, moral and emotional understanding. The aim of RSE is to provide children with information appropriate to their age; to explore attitudes and values; and develop social skills in order to empower them to make positive decisions about their health and well-being.

We have adapted the commonly referred to SRE term to be RSE as we firmly believe effective education should focus on the importance of healthy relationships before sex.

2. AIMS OF RELATIONSHIPS AND SEX EDUCATION

All pupils need to understand the importance of respectful relationships to be prepared for adolescence and adulthood. This journey begins from the day a child is born: our children learn about Relationships and Sex from a very young age, even while they don’t understand the spoken language. Some of the things they learn are incorrect, confusing and frightening.

Section 2.1 of the National Curriculum framework (DfE, 2013) states, ‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

3. WHY IS RELATIONSHIPS AND SEX EDUCATION IN SCHOOLS IMPORTANT?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. The PSHE Association states RSE is *essential* for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
(PSHE Association, March 2017)

4. HOME-SCHOOL PARTNERSHIP

We are well aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In the latest National Curriculum, the government made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' (National Curriculum in England, DfE, 2013) and that 'Sex and relationship education (SRE) is an important part of PSHE education.' (Guidance – PSHE education, DfE, 2013). In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from Sex education in National Curriculum science)

5. CONSULTING PARENTS

Parents will be informed when aspects of RSE lessons will be taught, providing opportunities for parents to discuss the content of the lessons and to view resources being used.

Parents have the right to withdraw their child from those aspects of RSE not included in the National Curriculum Science Programme. Should a parent choose to do so, they should communicate their wish in writing. Alternative work will be set for such pupils.

Relationships and Sex Education in the context of the National Curriculum

Legal requirements

Our schools have a statutory duty to teach the following as part of the National Curriculum Science programme:

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults.

Parents do not have the right to withdraw their child from these above aspects of the Science curriculum.

6. RELATIONSHIP AND SEX EDUCATION COVERAGE

Within the Rushden and Higham Ferrers cluster of schools, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. The coverage has been selected from the highly respected PSHE Association's primary and secondary planning toolkit, NSPCC recommendations and in consultation with a large number of cluster schools.

The learning outcomes of Relationships and Sex Education for our schools are:

7. EARLY YEARS

In Personal Social and Emotional Development, during class discussions, class teachers will aim to teach pupils the following important safety skills without giving explicit information or telling scary stories. Staff will be teaching pupils how to stay safe by learning the PANTS rules that the NSPCC have developed to be like a Green Cross Code for staying safe from Sexual abuse. PANTS stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

The lessons will introduce a range of ideas, all delivered in a way that is fully age-appropriate, empowering pupils without using any frightening words. These include:

- Good and bad touching
- Your child's right to say 'no' to things that make them feel upset or uncomfortable
- Naming parts of the body
- Who your child can turn to if they ever feel upset or worried

8. KEY STAGE 1

Personal, Social and Health Education offers both explicit and implicit learning opportunities and experiences that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage to develop effective relationships, assume greater personal responsibility and manage personal safety.

Children will learn:

- 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
- 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)
- The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls, if appropriate.
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- How to help their grown up to protect them, e.g. telling their grown up when they see something that makes them feel uncomfortable.
- 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
- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
- 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
- The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- 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
- To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- that they belong to different groups and communities such as family and school

9. RELATIONSHIPS AND SEX EDUCATION – POLICY AND PRACTICE

- A designated teacher will have overall responsibility for the provision of RSE learning, for monitoring developments within RSE nationally and for recommending to governors any amendments that they feel necessary and appropriate.
- Parents will receive prior notification of when RSE teaching will take place to enable them to discuss issues with staff and their own children.
- Materials used in RSE learning will be available to parents upon request.
- Parents may withdraw their children from all or part of the school's RSE learning if they wish.
- The children may be taught in either single or mixed gender groups as is deemed appropriate.
- If questions are asked by children outside the RSE lessons, the designated RSE lead teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics - is entitled to receive RSE and teachers will be responsive and considerate of circumstances.
- It is our intention that all children have the opportunity to experience RSE at a level that is appropriate for their age and physical development with differentiated provision if required.
- The school's RSE Policy and Procedure is subject to annual review.

10. DEALING WITH DIFFICULT QUESTIONS

Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom, or ones which are not age appropriate, will not be answered or explored.

11. USE OF VISITORS

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse, may be involved in the delivery of RSE.

12. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

13. CHILD PROTECTION AND CONFIDENTIALITY

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the Local Authority procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

14. MONITORING AND EVALUATION

Monitoring is the responsibility of the Head Teacher, linked governor and teacher with responsibility for Relationships and Sex Education. The effectiveness of the RSE learning will be evaluated and changes implemented if required.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

REVIEW AND UPDATE

Reviewed June 2021

Signed by:

Head Teacher: Miss C Hall

Chair of Governors: Mr M Kendall

Review date June 2022

Edited: May 2022