



Herne CE Infant and Nursery School

Relationship and Sex Education policy

“A Celebration of Childhood”

Our Herne Family; Learning, loving and growing together, rooted in God’s love.

This Policy is underpinned by our Christian values of Love, Forgiveness, Trust, Honesty and Respect. Our values and vision is woven into expectations, protocols and delivery of this policy. By ensuring our vision and values remain at the heart of all we do, our children are enabled to thrive and flourish at Herne Infants.

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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
- › 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
- › Respecting ourselves and each other

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Herne CE infant and Nursery School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we discussed with children in an age appropriate way what RSE means to them
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, our bodies, and diversity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. 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
- Body parts, human growth and development
- Safety and child protection

It also enables children to:

- Making informed choices and decisions
- Improve self esteem
- Recognise personal skills and qualities in themselves
- Maintain and develop good relationships

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions

- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- › Check the agency's protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say "no" or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers
- › Share all external materials with parents and carers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the Head of School/Exec Head to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Chair of Governors

8.2 The Head of School/Exec Head

The Head of School/Exec Head is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 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
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

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 Head of School/Exec Head.

All Class teachers are responsible for teaching RSE in your school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School/Exec Head .

Alternative school work will be given to pupils who are withdrawn from sex education.

10. 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 Head of School/Exec Head 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Miss Bennett through:

Lesson observations, professional dialogue, consultation, learning walks, work scrutiny, talking with children, planning discussion.

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

This policy will be reviewed by the Head of School/Exec Head annually. At every review, the policy will be approved by the Chair of Governors or the full governing Body.

Signed Date
(Chair of Governors)

Signed Date
(Head of School)



Appendix 1: Curriculum map

Relationships and sex education curriculum map

Personal, Social and Emotional Development Subject Map

| EYFS Personal, Social and Emotional Development | | |
|---|---|---|
| Term 1 | Term 2 | Terms 3 |
| Characteristics of Effective Learning and Personal, Social and Emotional Development is embedded in everything that is completed during the early years. It is woven into the everyday diet and curriculum for the children. | | |
| <p>All about me BQ: What makes me unique? LQ: What are my feelings? LQ: Are all families the same? LQ: What makes me proud? (pushing yourself, taking risks)</p> | <p>Mental wellbeing BQ: What is mental wellbeing? LQ: Who are my trusted adults? LQ: How can I be kind? LQ: When can I say no?</p> | <p>Respectful relationships BQ: How can I be respectful to others? LQ: Who are my friends? (Kindness) LQ: What are manners? LQ: Who keeps me safe?</p> |
| <p>Term 4 Keeping safe BQ: How do I stay safe? LQ: How do I use the internet safely? LQ: Who can I go to when I am lost? LQ: What is safe and unsafe?</p> | <p>Term 6 Me and my body BQ: How do I protect my body parts? LQ: How do I look after my teeth? LQ: What are germs? LQ: What are my body parts? (Including privates)</p> | <p>Term 5 Keep Fit! BQ: How can I keep my body fit? LQ: How do I keep fit? (Exercise) LQ: Can I tell when my body needs a break? (Out of breath, too much screen time, not focused) LQ: How can I eat healthily? (Teeth, healthy eating, fruit and veg)</p> |
| Key Vocabulary | | |
| <p>Feelings, happy, sad, worried/ scared, angry/cross, comfortable, uncomfortable, calm down, fair, belong</p> | <p>Listening, sharing, taking turns, smile, friend/ friendly, angry, calm down, making up, sorry, falling out, getting on</p> | <p>Learn, finish, before, after, now, today, tomorrow, future, goal, target, succeed, proud</p> |
| Resources | Resources | Resources |
| <p>SEAL New beginnings resources CoEL – work recap and continue</p> | <p>SEAL It's Good to be Me NSPCC Keeping safe Link to mindfulness, yoga, being with nature and exercise having positive impact on our physical health and wellbeing</p> | <p>SEAL Relationships and Changes</p> |

| Year 1 Personal, Social and Emotional Development | | |
|--|--|--|
| Characteristics of Effective Learning and Personal, Social and Emotional Development is embedded in everything that is completed during the early years. It is woven into the everyday diet and curriculum for the children. | | |
| Term 1- Amazing Me! | Term 2- Healthy Relationships | Term 3- Mental Wellbeing and caring friendships |
| LQ: Who am I? (likes, dislikes, community, get to know me) LQ: Why am I special LQ: What are my feelings and how do they make me feel? (Colour monster, feelings in body, CoEL Characters) | LQ: Who cares for me at home? LQ: How can I be respectful in school and at home? LQ: Do I know who I can talk to if I have a problem? | LQ: What makes a good friend? LQ: How can I be a good friend? LQ: What do friends do for me and others? |
| Term 4- Being safe, ready and respectful | Term 5 Reach the stars! | Term 6- Healthy Me! |
| LQ: What does it mean to be safe? (Outside, online, in school) LQ: What does it mean to be ready? (In school, at home, helpfulness) LQ: What does it mean to be respectful? (To others, equipment, family, toys etc) | LQ: What are my dreams and goals? LQ: How can I achieve my goals? LQ: What are my responsibilities? | LQ: How can I keep my body healthy? (Fitness, medicine, hygiene) LQ: What is inside our body and how can I look after it? (Healthy eating) LQ: What is my body made of? (Body parts, private parts labelling) LQ: How does my body change? (Growing up) |
| Key Vocabulary | | |
| Happy, sad, scared, excited, nervous/worried, comfortable, uncomfortable, solve a problem, set a goal, calm down, welcome, belong, fair | Friend, fall out, get on, angry, point of view, make up, problem solving, apologise, solution, relax, relaxed, relaxation, problem solving, tense, anxious, worried, proud | Missing, sad, dead, alive, loss, fair, unfair, lonely, angry, happy, Changes, frustrated, obstacles, determined, habit, fault (my fault and not my fault), responsibility |
| Resources | | |
| SEAL New beginnings resources CoEL – work recap and continue | SEAL It's Good to be Me NSPCC Keeping safe Link to mindfulness, yoga, being with nature and exercise having positive impact on our physical health and wellbeing | SEAL Relationships and Changes |

| Personal, Social and Emotional Development – Year 2 | | |
|--|--|---|
| Characteristics of Effective Learning and Personal, Social and Emotional Development is embedded in everything that is completed during the early years. It is woven into the everyday diet and curriculum for the children. | | |
| Term 1- All about me | Term 2- Respectful Relationships | Term 3- E-Safety |
| LQ: What makes me wonderful and unique? (Differences, how to love yourself, good qualities, likes and interests etc) LQ: What are my emotions and how do I cope with them? LQ: Who do I live with and why are they important? | LQ: What are the qualities of a good friend? LQ: How can I solve a problem? (Small, big problems) LQ: How can I make good choices and learn to be a better friend? | LQ: How can I be safe whilst using the internet? LQ: What can I do if I have a problem? (In person and online) LQ: How does technology affect me? |
| Term 4 Healthy Me! | Term 5 Being Ready, Respectful and Safe (Part 2) | Term 6 - Changing me |
| LQ: What is the importance of a balanced diet? LQ: How can I look after my body? (Medicine, sunscreen, good exercise) LQ: What does my body need? (Sleep, cleanliness, good healthy food) | LQ: What does it mean to be ready? Ready- Polite, manners, engaged, listening. LQ: What does it mean to be respectful? Respectful- To my equipment, my friends, my grownups, toys etc LQ: What does it mean to be safe? Safe- Emergency, in class, at home, in the kitchen etc. | LQ: What are my private parts? LQ: How does my body change over time? LQ: How can I cope with change? |
| Key Vocabulary | | |
| Comfortable feelings, uncomfortable feelings, calm, still, sad, happy, excited, proud, cross, angry, relax, relaxed, stand up for yourself. | Compliment, friend, fall out, get on, trigger, angry, peaceful, cooperative, conflict, point of view, make up, problem solving, apologise, solution | Goal, consequences, achieve, achievement, steps, impulsive, distracted, persistent, frustrated, bored |
| Relax, relaxed, relaxation, problem solving, tense, anxious, worried, proud | Important people, cared for, love, jealous, unkind, hurt, loss, share, leave, proud, choice, lonely, miss, envy/envious | Changes, frustrated, obstacles, determined, habit, fault (my fault and not my fault), responsibility |
| Resources | | Anus, vagina, vulva, nipples, testicles, penis, nose, legs, arms, hair, head, feet, toes, eyes, ears, stomach. |
| https://familyadventures.com/growth-mindset-activities-for-kids/ SEAL New Beginnings | SEAL It's Good to be Me NSPCC Pants rule | SEAL Relationships and Changes |

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources |

