

# SCAWSBY SALTERSGATE INFANT SCHOOL



## Relationships, Sex and Health Education Policy (RSHE)

<b>Policy Approved by Governors</b>	<b>Feb 2024</b>
<b>Review Date</b>	<b>Feb 2025</b>

At Saltersgate Infant School we believe that effective Relationship, Sex and Health Education (RSHE) is essential to enable children to make informed decisions about their lives.

RSHE is the lifelong learning about physical, moral and emotional development, helping them understand themselves, respect others and sustain healthy positive relationships. All children should feel at ease with themselves and around other people as they grow and develop.

Our school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances.

Sexuality is an integral and fundamental part of human development, the understanding of which enables one to develop a capacity to love and share interpersonal relationships.

The RSHE programme is integrated into the PSHE curriculum within our school and is delivered to meet the statutory requirements for 2020.

As our school is a health promoting school, issues relating to developing a healthy lifestyle will be promoted throughout the school year in many ways, through assemblies, circle time and class discussions. The PSHE curriculum is taught within most other subjects and issues are addressed as they arise.

### **Our aim**

We aim to reassure parents that implementing RSHE into our curriculum does not mean we are teaching a sexualised education whereby children are being exposed to sexual content. Within our Infant school it will simply mean we aim to do the following;

- Provide a framework in which sensitive discussions can take place
- To enable the children to make informed choices and make wise decisions in personal relationships.
- To enhance the development of self-worth and self-esteem.
- To understand the importance of having healthy relationships with people
- 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

## **Statutory requirements**

Guidance tells us, *'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.'*

Therefore as a maintained infant school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Saltersgate Infant School we teach RSHE as set out in this policy.

## **Curriculum**

RSHE has been incorporated into our PSHE curriculum at Saltersgate Infant School. We have developed the curriculum in consultation with the LA and parents, pupils and staff have all been liaised with. RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and 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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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)

## **Foundation stage**

RSHE opportunities within the Early Learning Goals for Personal, Social and Emotional Development.

By the end of Foundation Stage most children will;

- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- Have a developing respect for their own cultures and beliefs and those of other people.
- Form good relationships with adults and peers
- Work as part of a group, or class, taking turns and sharing fairly, understanding that there are needs to be agreed values and codes of behaviour for groups of people.
- Understand what is right, what is wrong and why
- Dress and undress independently and manage their own personal hygiene
- Understand that people have different needs, views, cultures and beliefs which need to be treated with respect
- Understand that they can expect other to treat their needs, views, cultures, and beliefs with respect
- Have an understanding of appropriate touch

Within the Foundation Stage the correct biological terms for body parts will be incorporated into our every-day language.

## **Key Stage one**

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the body using biological language (Science)
- Recognise similarities and differences between themselves and others and treat others with sensitivity (Science)
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce (Science)
- That humans and animals can produce offspring and these grow into adults (Science)
- The basic rules for keeping themselves safe and healthy - About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people.

See PSHE scheme of work for RSHE delivery and content.

### **Roles and responsibilities**

#### **The governing body**

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

#### **The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from certain components of RSHE.

#### **Staff**

ALL teaching staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the certain components of RSHE

Staff **do not** have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

#### **Pupils**

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

### **Parental consultation**

Each year parents are given an overview of the RSHE curriculum and the content in which we deliver within both the Foundation Stage and KS1. The opportunity for parents to question any aspect of our curriculum is welcomed by the PSHE leader

## **Dealing with difficult topics/questions**

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- 'Silly questions'. Children may test boundaries and have no interest in the answer in which case teachers do not have to answer these questions and will explain they are inappropriate.
- 'Concerning questions' these could possibly be indicative of safeguarding issues. In this case teachers will follow our schools safeguarding procedures by informing the Headteacher and /or DSL and adding this information to CPOMS.
- 'Genuine questions' the child has a genuine but inappropriate question. In this case the question will be acknowledged, with a promise to return to it later. The teacher can then consult with the child's parents as to whether they wish to answer the question themselves or if they wish the teacher to answer the child's question and how much information they are happy for their child to have.

## **Monitoring arrangements**

The delivery of RSHE is monitored through:

- Planning scrutiny
- Learning walks
- Drop in's/observations

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

## Relationships and sex education curriculum map

Here is an overview of how our PSHE curriculum will look from September.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Yr1	Autumn	<p><b>Relationships</b></p> <p><b>Family</b>            Who's in my family?            Do Families always stay the same?            How should families treat each other?            When should I say no?            Who owns my body? I do!            Are all families the same?</p> <p>Friends            Who is my friend?            What makes a good friend?            Should friends tell us what to do?            How do we stop bullying?</p>	
Yr1	Spring	<p><b>Community</b></p> <p><b>Our Communities</b>            How do we make a happy school?            Who lives in my neighbourhood?            What makes a boy or a girl?</p> <p><b>Online Safety</b>            Screen time            Personal information            Online strangers</p>	
Yr2			

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
<p>Yr1</p> <p>Yr2</p>	<p>Summer</p>	<p>Health and Well-being</p> <p><b>Understanding my feelings</b>  Where do feelings come from?  Who am I?  What helps me to be happy?</p> <p><b>Staying healthy</b>  How do I help my body stay healthy?  How do I decide what to eat?  How do we stop getting ill?  How can I stay safe?</p> <p><b>Growing</b>  How bodies change as we get older (link with science)</p>	

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