

**COALWAY COMMUNITY INFANT SCHOOL**  
**RELATIONSHIPS AND SEX EDUCATION POLICY**

**Introduction**

This policy was established by the Senior Leadership team, PSHE and Science curriculum leaders, in partnership with staff, governors, pupils and parents.

Relationships Education and Health Education are compulsory for all primary aged pupils; a statutory part of the curriculum and therefore this is a statutory policy, made available to parents via the school website.

The policy takes into consideration the Department for Education Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated 2019) and relates to the Education Act 2002 and 1996 legislation.

We are committed to the teaching of relationships and sex education as an important part of our personal, social and health (PSHE) education curriculum.

**Aims and Objectives**

The aim of our RSE curriculum is to develop pupil's knowledge skills and attitudes, to promote spiritual, moral, social and cultural development and to prepare them for the opportunities, responsibilities and experiences of a healthy life. (Department for Education Statutory guidance on Sex and Relationship Education (<https://www.gov.uk/government/publications/sex-and-relationship-education>)).

This is underpinned by the following aims and objectives:

- To develop pupils' knowledge to enable them to make informed decisions about their well-being, health and relationships and to build their self-worth.
- To develop pupils' capacity to make sound choices when facing risks, challenges and complex contexts.
- To develop resilience, to know how and when to ask for help and to know where to access support.
- To provide high quality age-appropriate teaching of these subjects to help prepare pupils for opportunities, responsibilities and experiences of adult life.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

We aim to develop

- Respect for themselves
- Respect for others
- Responsibility for their own actions

- Responsibility for their friends, families, school and wider community

### **What is RSE?**

The focus of RSE is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with 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 school, pupils are 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

The principles of positive relationships also apply online. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives in an age appropriate way.

To help our pupils be able to form strong and positive relationships with others, we encourage particular positive personal attributes in our pupils via constant whole school ethos/values promotion. This includes the encouragement and development of resilience, helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education also incorporates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### **What is the school's approach to RSE?**

At Coalway we deliver RSE as part of our PSHE, Science, computing and PE curriculums, within the context of a broad and balanced curriculum. We carry out the main RSE teaching in our Personal, Social and Health (PSHE) curriculum.

Core knowledge is broken down into units of manageable size and taught in a carefully sequenced way, within a planned programme of lessons (as detailed in our PSHE curriculum overview), including through stories.

Teaching includes a breadth of well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Subject content is identified in our PSHE scheme of work for each age group, with RSE programmes of work planned, in accordance with the Pink Curriculum and Gloucestershire Healthy Living and Learning RSE Guidance. Thus, learning is carefully built upon prior

knowledge, is sequential and complements learning in other national curriculum subject areas.

## **Equal Opportunities**

At Coalway we strongly believe that all pupils should have access to RSE that is age appropriate and relevant to their particular needs. Staff ensure that teaching is differentiated and personalised to ensure that learning is accessible for all pupils.

We aim to comply with the relevant requirements of the Equality Act 2010 and do not discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics – also including pregnancy or maternity, marriage or civil partnership for KS2 pupils and beyond).

Reasonable adjustments are made to content delivery or learning methods/resources when planning for RSE teaching to alleviate any possible disadvantage for any pupil, including SEND pupils. For some SEND pupils there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages, for example pupils with social, emotional or mental health needs or learning difficulties.

Having reviewed the make-up of our pupil cohorts, it is not currently necessary to put in place additional support for pupils with particular protected characteristics (pupils who could potentially be at greater risk), however; senior leaders will continue to be mindful of this possibility.

All school staff strive to provide positive role models for pupils, modelling positive behaviours and attitudes. School pastoral, safeguarding and behavioural strategies and policies support all pupils. Issues such as sexism, homophobia and stereotyping are not tolerated, with any such occurrences identified and tackled.

The school places great importance on developing pupils' understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment, which helps to ensure that pupils treat each other well and with respect.

## **Roles and Responsibilities**

### **The Governing Board**

The Governing Board is responsible for the formulation of the all school policies related to RSE. They will monitor the effectiveness of the policy annually according to the information presented by the Head teacher.

Governors ensure that the school complies with equalities legislation, as well as making sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;

- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn (NB This is not applicable for our Infant age range) via our RSE policy, which is available on the school's website.
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **The Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors annually, on the effectiveness of the policy or additionally as requested.

### **Staff**

Staff are responsible for:

- Delivering the agreed PSHE and RSE curriculums and policy
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Implementing the school's equality policy
- Monitoring pupils progress
- Responding to the needs of individual pupils including providing pastoral care support as required
- Adapting, differentiating and personalising teaching to cater for the needs of all pupils
- Reporting any incidents of discrimination or concerns, including safeguarding, in line with school guidelines

### **Pupils**

Pupils will take part in PSHE and RSE curriculum lessons. They will be encouraged to listen, contribute, engage fully and ask questions in order to further develop their knowledge, skills and attitudes. They will be expected to treat others with respect and sensitivity.

### **Parents and Carers**

We recognise that the role of parents in the development of their children's understanding about relationships is vital. They have a significant influence in enabling our children to grow and mature and to form healthy relationships.

We will ensure that parents know what will be taught and within each year group by giving them access to our curriculum policy documents, on line and as requested.

Parents will be given the opportunities to understand the purpose and content of RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach will be provided to help increase confidence in the curriculum, e.g. via parent planners and parent evenings.

Our relationships with parents are built up over time and include opportunities to address any concerns and help support parents in managing conversations with their children on particular issues.

Parents do not have the right to request that their child be excused from some or all Relationships Education or Health Education at Key Stage 1 as sex education is not included within our teaching.

### **Outside Agencies**

We plan our curriculum to include a variety of experiences, which may include visitors to school to enhance our delivery by bringing in specialist knowledge. We ensure when planning these opportunities that visitor content fits in with our planned curriculum and policies and that it is age-appropriate and accessible for the pupils. Planned content and materials are assessed by staff in advance of delivery so that we can ensure it is appropriate.

GHLL (Gloucestershire Healthy Living and Learning) provides advice and support with our RSE programme.

### **The Teaching of RSE**

#### **The RSE Curriculum: What will pupils learn by the end of Key Stage 1?**

By the end of Key Stage 1 (Year 2), Children will:

- Identify and share their feelings with others
- Be aware that their feelings and actions have an impact on others
- Be able to develop positive relationships between peers and adults
- Be able to identify the adults they can trust, be able to talk with them and ask for help
- Know how to keep safe both online and offline
- Recognise safe and unsafe situations
- Understand why it is important to keep themselves clean
- Be confident in a wide range of situations
- Know the privacy rule
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable
- Know that animals and humans reproduce
- Be able to recognise and compare the main external parts of human bodies

- Know the names of the main external parts of the body, including agreed names for body parts (this will include the biological terminology penis, testicles, vagina and breasts at Key Stage 1)

We follow the GHLL Relationships and Sex Education teaching programme and PiNK curriculum guidelines for Reception and Key Stage 1. Content coverage is listed below:

### *Reception*

- People who help us
- Taking responsibility
- Understanding adult responsibility
- Qualities of a good friend
- How I am special
- Brushing our teeth
- Keeping ourselves clean
- Growing up
- Parts of the body
- Exploring how each of us is unique
- Personal hygiene
- Understanding our basic needs

### *Year 1 and 2*

- Speaking about our feelings
- Keeping ourselves safe
- Understanding who takes care of us
- Knowing what private means
- Exploring different relationships
- Understanding parental responsibility
- Understanding personal responsibility
- Positive touch
- Growing up
- Life cycles
- Naming parts of the body
- Exploring gender differences
- Understanding that humans produce babies
- Developing resilience
- Keeping clean
- Being unique and special

## **Ground Rules/Pupil Questions**

As within all lessons, in RSE teachers plan to create a safe, trusting environment in which pupils are able to talk and ask questions openly and with confidence.

Teachers are aware of issues that may arise out of teaching and learning in RSE. A number of ground rules have been adopted from the GHLL RSE guidance to provide a common values framework within which to teach. These are personalised by staff and include:

- Everyone will be expected to listen to and respect each other
- No one will be made to feel that they have to take part in a discussion; everyone will be given the choice to contribute
- Only the correct biological names for body parts will be used
- The meanings of words will be explained in a sensible and factual way

Staff will respond to children's questions as they arise, giving the information required with sensitivity and in a manner appropriate to the maturity, understanding, needs and circumstances of the individual child. 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 or do not feel is appropriate within this setting, the parents would be spoken to and provision would be made to meet the individual child's needs.

As regards naming specific body parts, the correct biological term/anatomically correct term will be used when answering, with due regard to the child's age.

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure of concern, then the teacher will take the matter seriously and deal with it as set down in the procedures within the school's Safeguarding and Child Protection Policy.

### **Monitoring and Reviewing**

The application and effectiveness of this policy will be reviewed annually as part of statutory policy review, or in the interim as required by the subject leader, Headteacher and the Governing Board.

The effectiveness of the policy is monitored by the Subject Curriculum Leader in liaison with the class teachers and reported to the Governors. Feedback from staff and pupils regarding their RSE lessons is incorporated into evaluation as is evaluation of pupil work.

We will raise awareness of this policy via:

- the School Prospectus
- the School website
- the Staff Handbook
- curriculum documents
- communications with home such as newsletters
- Headteacher reports to the Governing Board
- relevant information displays on parents' information board/via Coalway Kids' News

*Linked Policies* Other policies that may be read/reviewed in conjunction with the RSE policy include: Safeguarding/Child Protection, Equality, Behaviour, Anti-Bullying & SEND Policies, PSHE, Science, PE & Computing curriculum documents

Date of policy: November 2021

Review cycle: Annual

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