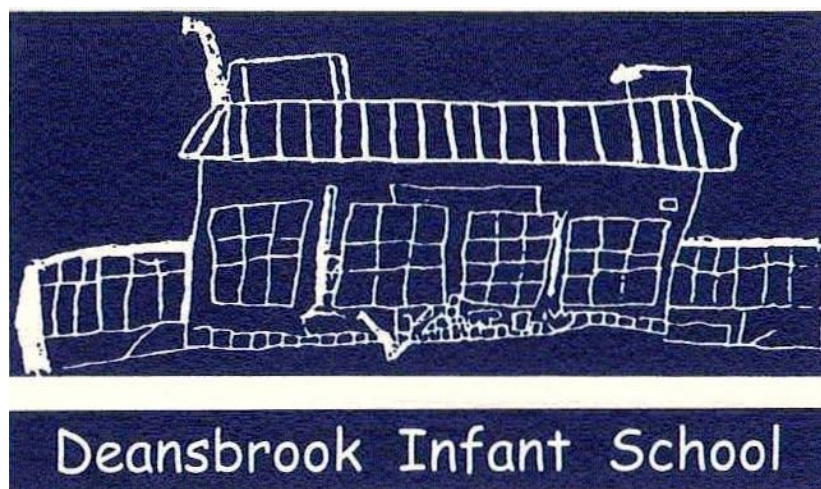


# Deansbrook Infant School



## RSE Policy

Reviewed and ratified by the Governing Body: February 2021

Review Date: February 2023

## 1. School Background Information

1.1	Type of School	Infant
1.2	Member of Healthy Schools Scheme since 2020	
1.3	Average No. on roll	284
1.4	No. of classes in year	Two in Reception and year 1 Three in Year 2
1.5	Ethnic Breakdown	46 ethnicities across the school
1.6	Gender	Mixed

## 2. Key contacts

2.1	Safeguarding Lead:	Carole Catley
2.2	RSE Lead:	Emily Smith
2.3	Lead Governor:	Julia Suissa

## 3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 Prospectus
- 3.2 Staff Handbook

## 4. Rationale

This policy has been written as a statutory requirement and to:

- 4.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- 4.5 Clarify the content and manner in which RSE is delivered

This policy was developed as part of their statutory responsibility by the school governors in consultation with staff and wider community partners e.g. school nurse and other health professionals.

## 5. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on primary schools are as follows:

- 5.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 5.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

## **6. Sex Education**

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. This will be taught from Key Stage 2.

## **7. Aims of RSE**

### **That children at our school:**

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Develop personal responsibility for one's actions
- Know who to speak to

## **8. Moral and Values framework**

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship Education (as part of the wider RSE) supports and guides children in life long learning about relationships and emotions. Along with parents and carers, we help our young people to understand and manage their emotional development.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society. They need to learn the communication skills necessary to help them take increasing responsibility for their own behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships

- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, families and culture

## 9. Content and Organisation of the Programme

- 9.1 Timetable allocation: 30 minutes per week.
- 9.2 Groupings: Mixed
- 9.3 Staff Involved: The scheme of work will be delivered by the Class Teacher. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 9.4 Where taught: During dedicated PSHE lessons and in special assemblies.
- 9.5 Curriculum Content:

See our website for our PSHE Education Curriculum Overviews

Statutory content is as follows:

### Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Health and Prevention

- 9.6 Teaching of RSE:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

## **10. Being an Inclusive School**

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some staff may identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and special guardians amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

## **11. Meeting the Needs of SEND Pupils**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

## **12. Confidentiality Statement**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

### **13. Assessing RSE and Monitoring the Programme**

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process.

### **14. Teachers' Responsibilities**

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

### **15. Training staff to deliver RSE**

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

### **16. Engaging Parents/Carers and the Right to Withdraw from Sex Education**

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Sex Education is not taught in Key Stage 1.

Up until September 2020 parents have a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 Parents have the right to withdraw their child from Sex Education (as outlined above). However, all aspects of RSE in Key Stage 1 are included in the PSHE and Science curriculums and therefore parents do not have the right to withdraw their child from these lessons.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school prospectus
2. By inviting parents/carers to discuss personal development when their child enters the school through home visits and Headteacher meetings.

## **17. Answering pupils' questions**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures.

## **18. Disseminating and Monitoring the RSE Policy**

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

18.1 Frequency of monitoring	Bi-annually
18.2 Review to reflect current good practice	When necessary
18.3 Review to reflect new legislation	When necessary
18.4 Date of next review	February 2023

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report