

Relationships and Sex Education Policy

Woolenwick Infant and Nursery School



Approved by:	Governing Body	Date: 21/10/20
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Last reviewed on:	16/11/20
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Next review due by:	16/11/23
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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	3
6. Delivery of PSHRE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	4
9. Training.....	4
10. Monitoring arrangements.....	4
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	16

1. Aims

The aims of relationships and Sex education, as part of the Personal, social, health, relationships and economic (PSHRE) education, 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.

Our school motto is Learning, Growing, Achieving Together and it's with this ethos that we will teach PSHRE. We will learning individually, in groups and sometimes as a whole school. We will explore the curriculum of PSHRE sensitively but also bravely, confronting the challenges of the modern world and equipping our children to thrive in a diverse multicultural and multifaith society. We will prepare them to forge relationships and become conscientious, compassionate, strong, confident and respectful citizens.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education to our children due to the curriculum and the age of our children but we do need to teach the elements of sex education contained in the science curriculum.

In teaching PSHRE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Woolenwick Infant and Nursery School we teach PSHRE as set out in this policy

3. Policy development

This policy has been developed in consultation with Governors, staff, pupils and parents. 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 and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we use pupil voice to gather children's views and evaluate the effectiveness of PSHRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

PSHRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

PSHRE is not about the promotion of sexual activity.

5. Curriculum

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online

6. Delivery of PSHRE

PSHRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of PSHRE are taught within the science curriculum, and other aspects are included in religious education (RE). We also teach relationships, friendships and wellbeing through our SEAL (social emotional aspects of learning) , mindfulness and philosophy curriculum.

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

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

We will teach PSHRE discretely and through cross curricular links

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). We are an inclusive school and ALL children regardless of sex, age, familial circumstance, socio economic background, SEND or behavioural need have a right to access our PSHRE education.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the PSHRE policy, and hold the head teacher and PSHRE Lead to account for its implementation.

7.2 The head teacher

The head teacher is responsible for ensuring that PSHRE is taught consistently across the school, and for managing requests to withdraw pupils from components of PSHRE (see section 8).

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching PSHRE. Staff who have concerns about teaching PSHRE are encouraged to discuss this with the head teacher and/or PSHRE lead.

All staff are responsible for teaching PSHRE in school.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

9. Training

Staff are trained on the delivery of PSHRE as part of their induction and it is included in our continuing professional development calendar. Ben Reader, RSE leader will deliver training where appropriate.

The head teacher will also invite visitors from outside the school, such as school nurses, sexual health professionals, where appropriate or required to provide support and training to staff teaching PSHRE.

10. Monitoring arrangements

The delivery of PSHRE is monitored by the PSHRE lead, Ben Reader, through:

Learning walks, pupil and teacher voice, book scrutinies and Governor Visits.

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

This policy will be reviewed by the PSHRE lead, Ben Reader, on a tri yearly basis at every review, the policy will be approved by The Governing body.

Appendix 1: Curriculum map

Year group	Term	Topic/theme details
Nursery	Autumn	<p>This first term focuses on helping the children to settle into Nursery whilst developing their confidence and independence within the setting. We support them to choose activities and resources, ask for help and show understanding and cooperation when learning alongside their peers. Through encouraging them to play with other children, we explore 'getting on and falling out' and support them to find solutions to conflict and rivalries. We develop their sense of belonging and being part of a community, encouraging them to be brave and responsible. We look at difference through stories, props and puppets and explore what makes us individually 'special'. We look at Nursery rules and develop understanding of why they are important.</p> <p>We focus upon:</p> <ul style="list-style-type: none"> • Developing their coping strategies to separate from their parents and carers • Forming relationships with the adults in the setting and their peers • Encouraging them to express their emotions and say how they feel • Greeting and caring for each other • Looking after people when they are unwell or upset • Sharing and taking turns • Working together to set expectations and establish routines • Developing their understanding that they are part of a group, school, family and community.
Nursery	Spring	<p>During the Spring term, we encourage the children to extend and elaborate their play ideas. We continue to develop their independence and support them to talk about their feelings and emotions.. We explore what makes a good friend and encourage the children to further develop positive, caring relationships with their peers and familiar adults. We look at the roles of people who help us, such as the emergency services, and how we can help others. We explore road safety and role play crossing the road.</p> <p>We focus upon:</p> <ul style="list-style-type: none"> •Encouraging the children to recognise and identify their own feelings •Showing care and concern for others, respecting and valuing others and understanding that some actions and words can be hurtful •Encouraging the children to know about their peers' interests and asking a peer to play. •Caring for animals •Engagement and perseverance, encouraging the children to be brave, have a go and not give up

Year group	Term	Topic/theme details
Nursery	Summer	<p>Summer: In this term, we continue to develop the children's confidence through encouraging their independent thinking through the sharing of ideas and developing appropriate ways of being assertive. We encourage them to work as a team, develop their play experiences and adapt their behaviours in different situations and changes to routines. We encourage the children to understand how others might be feeling and to talk to others to solve conflicts. Finally we prepare the children for the next stage in their education and transition to Reception.</p> <p>We focus on:</p> <ul style="list-style-type: none"> •Caring for living things and appreciating difference and diversity •Taking turns, sharing equipment and being part of a team (links to sports day) •Listening to instructions •Developing and sharing new and original ideas and taking an interest in the ideas of others •Developing role play experiences with others •Encouraging the children to talk about how they feel in different situations •Transition visits to Reception, helping the children to become confident and familiar with the new environment and staff.
Reception	Autumn	<p>This first term focuses on forming relationships and developing rules as the children settle into Reception. We introduce them to the school Values and the Growth Mind-set Dinosaurs and they develop their confidence and independence within the setting as they become familiar with the different areas and resources. We support them in building constructive and positive relationships as they spend time getting to know each other and making friends. We encourage the children to see themselves as individuals and express their feelings whilst also considering the feelings of others.</p> <p>We focus upon:</p> <ul style="list-style-type: none"> •Forming positive relationships with their peers and the staff •Developing expectations for behaviour and routines •Supporting them to independently choose activities and resources, ask for help and show understanding and cooperation when learning alongside their peers. •Listening and responding to others and developing their cooperation and negotiation skills •Developing their use of language to confidently communicate with the adults and their peers

Year group	Term	Topic/theme details
Reception	Spring	<p>During the Spring term we continue to develop the children's independence. We consider the school's values and those which are important to us as individuals. The children are encouraged to think about what makes them 'super' and their particular strengths. They are supported to identify and moderate their own feelings, both socially and emotionally and to learn how to manage their own needs.</p> <p>We focus on:</p> <ul style="list-style-type: none"> •Identifying our own strengths, considering what makes us 'super' •Reflecting upon those values which are important to us and why •Playing cooperatively, taking turns and working as a team – negotiating and problem solving •Respecting others through asking appropriate questions •Describing themselves in positive terms and talking about their own abilities
Reception	Summer	<p>In this term we continue to develop the children's confidence as individuals within our school community. We develop their problem solving skills and their ability to show resilience and perseverance when challenged and learn to consider the perspectives of others. We look at our wider community and environment. We consider how we as responsible citizens can look after, and protect, planet Earth. Finally we prepare the children for the next stage in their education and transition to Key Stage 1.</p> <p>We focus on:</p> <ul style="list-style-type: none"> •Respecting our environment •Being responsible for looking after, and protecting, Planet Earth •Taking account of, and respecting, other people's ideas •Developing children's confidence to speak to others about their own interests and opinions •Developing the children's confidence to try new activities and take changes in routine in their stride <p>Developing cooperative play and team building activities</p> <ul style="list-style-type: none"> •Transition visits to Year 1, helping the children to become confident and familiar with the new environment and staff.

Year group	Term	Topic/theme details		
Year 1	Autumn	Families & Friendships	Safe Relationships	Respecting Ourselves and Others
		Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
		<p>This first term focuses on helping the children to settle into Key Stage 1 whilst learning new routines and expectations. They discuss and develop the rules for a happy classroom and develop their understanding of boundaries and personal space. They continue to develop their understanding of positive relationships with adults, their families and their peers and explore what it means to feel safe.</p> <p>In this term, the children learn:</p> <ul style="list-style-type: none"> • About people who care for them e.g. parents, siblings, grandparents, relatives, friends, teachers • The role these different people play in children’s lives and how they care for them • What it means to be a family and how families are different e.g. single parents, same-sex parents etc. • About the importance of telling someone (and how to tell them) if they are worried about something in their family • About situations when someone’s body or feelings might be hurt and whom to go to for help • About what it means to keep something private, including parts of the body that are private • To identify different types of touch and they make people feel (e.g. hugs, tickling, kisses and punches) • How to respond if being touched makes them feel uncomfortable or unsafe • When it is important to ask for permission to touch others • How to ask for and give / not give permission • What kind and unkind behaviours mean in and out of school • How kind and unkind behaviour can make people feel • About what respect means • About class rules, being polite to others, sharing and taking turns 		

Year group	Term	Topic/theme details									
Year 1	Spring	<table border="1" data-bbox="416 293 1481 622"> <tr> <th colspan="3" data-bbox="416 293 1481 398">Spring: Living in the Wider World</th> </tr> <tr> <th data-bbox="416 398 772 495">Belonging to a Community</th> <th data-bbox="772 398 1129 495">Media Literacy & Digital Resilience</th> <th data-bbox="1129 398 1481 495">Money and Work</th> </tr> <tr> <td data-bbox="416 495 772 622">What rules are; caring for other' needs; looking after the environment</td> <td data-bbox="772 495 1129 622">Using the internet and digital devices; communicating online</td> <td data-bbox="1129 495 1481 622">Strengths and interests; jobs in the community</td> </tr> </table> <p data-bbox="416 667 1458 824">During this term the children continue think about their responsibilities for caring for the environment. Class monitors are chosen to attend Eco Club and we look at the importance of recycling. They explore the benefits of using the internet and consider the need for online safety. They will look at individuals' strengths and how these can be applied to different jobs within the community.</p> <p data-bbox="416 887 775 913">In this term, the children learn:</p> <ul data-bbox="464 981 1433 1525" style="list-style-type: none"> • About examples of rules in different situations, e.g. class rules, rules at home, rules outside • That different people have different needs • How we care for people, animals and other living things in different ways • How they can look after the environment, e.g. recycling • How and why people use the internet • The benefits of using the internet and digital devices • How people find things out and communicate safely with others online • That everyone has different strengths in and out of school • About how different strengths and interests are needed to do different jobs • About people whose job it is to help us in the community • About different jobs and the work people do 	Spring: Living in the Wider World			Belonging to a Community	Media Literacy & Digital Resilience	Money and Work	What rules are; caring for other' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Spring: Living in the Wider World											
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Year 1	Summer	<table border="1" data-bbox="416 293 1482 607"> <tr> <td colspan="3" data-bbox="416 293 1482 383">Summer: Health and Wellbeing</td> </tr> <tr> <td data-bbox="416 383 772 465">Physical Health and Mental Wellbeing</td> <td data-bbox="772 383 1128 465">Growing and Changing</td> <td data-bbox="1128 383 1482 465">Keeping Safe</td> </tr> <tr> <td data-bbox="416 465 772 607">Keeping healthy; food and exercise; hygiene routines; sun safety</td> <td data-bbox="772 465 1128 607">Recognising what makes them unique and special; feelings; managing when things go wrong</td> <td data-bbox="1128 465 1482 607">How rules and age restrictions help us; keeping safe online</td> </tr> </table> <p data-bbox="416 656 1482 808">In this final term we focus on health and well-being and the children explore physical, emotional and mental health. They consider what makes them healthy and the benefits of living a healthy lifestyle. In preparation for transition to Year 2 the children will reflect upon themselves as learners, celebrating their strengths and what they have enjoyed about Year 1.</p> <p data-bbox="416 824 778 853">In this term, the children learn:</p> <ul data-bbox="464 920 1461 1877" style="list-style-type: none"> • What it means to be healthy and why it is important • Ways to take care of themselves on a daily basis • About basic hygiene routines, e.g. hand washing • About healthy and unhealthy foods, including sugar intake • About physical activity and how it keeps people healthy • About different types of play, including balancing indoor, out-door and screen-based play • About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • How to keep safe in the sun • To recognise what makes them special and unique including their likes, dislikes and what they are good at • How to manage and whom to tell when finding things difficult, or when things go wrong • How they are the same and different to others • About different kinds of feelings • How to recognise feelings in themselves and others • How feelings can affect how people behave • How rules can help to keep us safe • Why some things have age restrictions, e.g. TV and film, games, toys or play areas • Basic rules for keeping safe online <p data-bbox="416 1892 1417 1951">Whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>	Summer: Health and Wellbeing			Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
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Year 2	Autumn	<table border="1" data-bbox="416 293 1482 636"> <tr> <td colspan="3" data-bbox="416 293 1482 383">Autumn: Relationships</td> </tr> <tr> <td data-bbox="416 383 770 465">Families & Friendships</td> <td data-bbox="770 383 1125 465">Safe Relationships</td> <td data-bbox="1125 383 1482 465">Respecting Ourselves and Others</td> </tr> <tr> <td data-bbox="416 465 770 636">Making friends; feeling lonely and getting help</td> <td data-bbox="770 465 1125 636">Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</td> <td data-bbox="1125 465 1482 636">Recognising things in common and differences; playing and working cooperatively; sharing opinions</td> </tr> </table> <p data-bbox="416 685 1422 808">This first term focuses on settling the children into Year 2. They become aware of the responsibilities of being the oldest children in our school and the role models they become for our younger children. They build upon their ability to work as a team and further explore difference and similarity whilst sharing their views and opinions.</p> <p data-bbox="416 871 775 898">In this term, the children learn:</p> <ul data-bbox="464 965 1477 1917" style="list-style-type: none"> • How to be a good friend, e.g. kindness, listening, honesty • About different ways that people meet and make friends • Strategies for positive play with friends, e.g. joining in, including others, etc. • About what causes arguments between friends • How to positively resolve arguments between friends • How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else • How to recognise hurtful behaviour, including online • What to do and whom to tell if they see or experience hurtful behaviour, including online • About what bullying is and different types of bullying • How someone may feel if they are being bullied • About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • How to resist pressure to do something that feels uncomfortable or unsafe • How to ask for help if they feel unsafe or worried about what vocabulary to use • About the things they have in common with their friends, classmates and other people • How friends can have both similarities and differences • How to play and work cooperatively in different groups and situations • How to share their ideas and listen to others, take part in discussions, and give reasons for their views 	Autumn: Relationships			Families & Friendships	Safe Relationships	Respecting Ourselves and Others	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
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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
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

TOPIC	PUPILS SHOULD KNOW
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