

Purbrook Infant School Relationship Education, Relationships and Sex Education (RSE) and Health Education

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 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

We continue to support our Vision and Values as a school through our framework for teaching RSE. At Purbrook Infant School you will see learners who are: as our school states, hardworking, attentive, kind, helpful, gentle, honest and in terms of RSE respectful. At Purbrook Infant School we follow six Golden Rules that help us to have a healthy, happy, safe and learner friendly school. It ensures that our environment is at its best for all and this can be seen in all areas of the RSE on offer at EYFS and KS1.

2. Statutory requirements

As an infant school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. At Purbrook Infant School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupil's parents and Governors. 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. Governance – shared with Governors at start of year full governors meeting November 2020 – before staff and parent consultation in Summer 2021.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (November 2020)
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a virtual meeting about the policy (Draft Policy shared on school website from 30 November for 6 weeks – parents are invited to comment via the office email)
5. Pupil consultation – we investigated what exactly pupils want from their RSE (Use of School council / selected children in KS1 only – SLT led whole school assembly via Teams in December)
6. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. At Purbrook Infant School we will offer a framework of RSE objectives which are age appropriate and support both our Science and PSHE curriculum offer.

4. 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, considering 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. Primary sex education is not compulsory in primary schools; it is up to the school to determine whether we need to cover any additional content on sex education to meet the needs of our pupils.

5. Delivery of RSE

RSE is taught within the personal, social and health education (PSHE) curriculum. Biological aspects of RSE 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).

6. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

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

7.3 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 wish them to be withdrawn from the 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 headteacher.

Those responsible for teaching RSE in your school through the Science and PSHE curriculum include all class teachers as listed on the school website.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education whilst in a primary school.

9. 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 headteacher will also invite visitors from outside the school, such as school nurses or dentist professionals, to provide support and training to staff teaching RSE as needed or as appropriate to age and stage.

10. Monitoring arrangements

The delivery of RSE is monitored by members of the Senior Leadership team, HT, AHT and middle leaders through:

- Half termly topic overview reviews
- Pupil progress meetings
- Teaching and Learning classroom audits
- Team teaching
- Weekly planning overviews for each year group/class/group
- Book Looks, learning walks and discussion with pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by SLT every two years. At every review, the policy will be approved by the governing board.