



# Relationship and Sex Policy

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## What is Relationships and Sex Education (RSE)?

'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' Sex Education Forum ,1999) Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships from childhood into adulthood. It also enables children and young people to make responsible and informed decisions about their health and well-being.

## Aims

The aims of relationships and sex education at Henry Hinde Infant School are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives. At Henry Hinde Infant School we value and importance on family life and through all areas of our curriculum, we aim to reflect the different family backgrounds our children come from. We will help children develop the knowledge and understanding of what caring and loving families are and how to form positive relationship. A large proportion of our RSE teaching will be focussed on exploring emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something. Our aim is for the children to develop feelings of self-respect and pride in themselves whilst also understanding how to keep themselves safe. We aim to develop the children's empathy towards others, understanding that although people and families may be different, everybody is entitled to respect, which is embedded in one of our school rules. We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them. We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

## School Values

At Henry Hinde Infant School we believe RSE teaching is an integral part of the curriculum and everyone should be entitled to learn the key principles of the RSE curriculum. We value the concept of family and feel it is important for children to understand that families can be diverse and do not fit into one set model. We are sensitive to how each child has different experiences of what it means to be part of a family. We work together to ensure both staff and children show mutual respect to each other, take account of each other's opinions and are sensitive to the emotions of others. We want to work in partnership with parents to educate children in an age-appropriate way, with high quality schemes of work, giving children the opportunity to explore themes about sex, relationships and growing up. Where possible we will ensure external agencies which may support us in our teaching and curriculum are involved in the development of our RSE schemes of work.

## RSE and Statutory Duties in School

We are required to provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education but we do need to teach the parts of the Science National Curriculum relating to humans and growth. In RSE we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children to recognise the qualities of healthy relationships and how to respond when people may not make them feel safe, and how to ask for help.

## Organisation and Content of the RSE Curriculum at Henry Hinde Infant School

### Reception (EYFS)

In Reception PSHE forms one of the prime areas of development. Teachers are guided by the statements in the EYFS Statutory Framework (Revised for September 2021) and focus on teaching children skills in the following areas – relationships with adults, managing emotions, creating a positive sense of themselves, having confidence in their abilities, keeping healthy, managing personal hygiene, creating friendships and resolving conflict. Sessions are taught sometimes as a circle-time session with discussion around a theme. This may be linked to a story or other media, such as a short video clip. It is also important that PSHE skills are taught through interacting with children whilst they are engaging in independent activities or when they are working as part of a group. Children at HHIS are always surrounded by familiar adults in order for them to feel safe and practise and embed these skills in a familiar setting which, in turn, they can then apply to situations outside school too.

### Years 1 and 2 (KS1)

At Henry Hinde Infant School RSE is delivered as part of our wider PSHE curriculum. Much of our PSHE content is guided by the PSHE Association guidance, though in the Spring Term all year groups take part in the Taking Care scheme which has been adopted by many schools in Warwickshire. This scheme aims to improve the safety and wellbeing of children in Warwickshire by teaching them how to keep themselves safe in a variety of situations. RSE lessons focus on helping children to develop a good understanding of what healthy relationships look like. The content of the lessons focusses very much on the emotional aspects of relationships though children are taught the physical difference between girls and boys and are encouraged to use the correct vocabulary for specific body parts. The majority of our RSE curriculum is delivered during the Autumn and Spring terms and the curriculum content for each year group build progressively on what has been taught the year before. Children are always encouraged to ask questions during our RSE lessons and questions are dealt with in a sensitive manner when required.

### PSHE Association Content

#### Core Theme: Relationships

Year 1	R1 – About roles different people play in our lives
Families and Close Personal Relationships	R2 – Identify people who love and care for them and that they do to help them feel cared for
	R4 – To identify common features of family life
	R5 – That it is important to tell someone if something about their family makes them unhappy or worried
	R6 – About how people make friends and what makes a good friendship
	R8 – Simple strategies to resolve arguments between friends positively
	R9 – How to ask for help if a friendship is making them feel unhappy

Year 1	R10 – That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
Safe Relationships including Internet	R11 – About how people may feel if they experience hurtful behaviour or bullying

Safety	R12 – That hurtful behaviour (offline and online) including teasing, name-calling, bullying, deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
	R13 – To understand that some things are private and the importance of respecting privacy; that parts of their body that are covered by underwear are private
	R14 – Some people who are online may behave differently; including by pretending they are someone they are not
	R15 – How to respond safely to adults they don't know
	R18 – About the importance of now keeping adult's secrets (only happy surprises that others will find out about eventually)
	R20 – What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Year 1 Respecting Self and Others	R21 – About what is kind and unkind behaviour and how this can affect others
	R22 – About how to treat themselves and others with respect; how to be polite and courteous.
	R23 – To recognise the ways in which they are the same and different to others
	R24 – How to listen to other people and play co-operatively
	R25 – How to talk about and share their opinions on things that matter to them

Year 2 Families and Close Personal Relationships	R3 – About different types of families including those that may be different to their own
	R4 – To identify common features of family life
	R5 – That it is important to tell someone if something about their family makes them unhappy or worried
	R7 – About how to recognise when they or someone else feels lonely and what to do
	R8 – Simple strategies to resolve arguments between friends positively
	R9 – How to ask for help if a friendship is making them feel unhappy

Year 2 Safe Relationships including Internet Safety	R10 – That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
	R11 – About how people may feel if they experience hurtful behaviour or bullying
	R16 – How to respond if physical contact makes them feel uncomfortable or unsafe
	R17 – About knowing there are situations when they should ask permission, or when their permission needs to be sought
	R19 – Basic techniques for resisting pressure to do something they don't want to do and which may make them feel unsafe
	R20 – What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Year 2  Respecting Self and Others	R21 – About what is kind and unkind behaviour and how this can affect others
	R22 – About how to treat themselves and others with respect; how to be polite and courteous
	R24 – How to listen to other people and play co-operatively
	R25 – How to talk about and share their opinions on things that matter to them

### Taking Care Protective Behaviours Scheme –

During the Spring Term all children take part in the Taking Care scheme which aims to improve the safety and wellbeing of children in Warwickshire by teaching them how to keep themselves safer in a variety of situations.

Protective Behaviours is an internal process, meaning that each person applies the ideas to their own unique experience. It is essentially a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or threatened and explores practical ways to stay safe.

All children take part in a series of lessons and take away with them the following key messages including:

- I have the right to feel safe all the time.
- I am responsible for me.
- I don't keep unsafe secrets.
- I choose my own network people (those who you can trust if you don't feel safe).
- All feelings are important.
- If I don't feel safe I will keep on telling.

After each session, children take a sticker home which has the statement on that they have been learning about. Most sessions contain a story and talk-based activity followed by a paper exercise in which they will record their own unique experiences e.g. children learn about what it feels like to have 'Early Warning Signs' when they don't feel safe. These may be different for each child, so they only record the ones they identify that they have. The sessions provide children with a toolkit of what to say and who to tell if they feel unsafe. They also reinforce the message that 'My fun might not be fun for everyone' and children learn that others may have different opinions to them in terms of what they like to do and how their actions might affect others. In Taking Care children learn the correct terminology for their genitalia, though we also discuss the range of vocabulary that children might already use in their homes. They also learn about 'safe touching' and how some people might like to be touched in a certain way (such as hugging and holding hands) but others might not feel comfortable with this. We also discuss which people are allowed to look at their private parts e.g. if they need to see a doctor, or show a trusted adult. These parts of Taking Care have a pre-written script for the teacher to follow, which we stick to and which is age-appropriate. It is possible for parents to view this script if you need further information. All teachers and teaching assistants have had specific training in order to deliver the scheme of work effectively and understand the underlying principles. We will always deal sensitively with any questions children raise throughout the delivery of the Taking Care scheme.

## Withdrawal from RSE Lessons

Withdrawal from RSE lessons Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the principal and/or RSE Coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationship topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## Equalities

Equalities The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

## Inclusion

### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### Students with Special Needs

We will ensure that all young people receive sex and relationship education tailored to their age and physical and emotional maturity of our pupils. We will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

## Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. The topics covered may result in a child making a disclosure to us and it is important to allow the time and appropriate staffing for this to be dealt with in a sensitive manner. If disclosures occur, the school's safeguarding policy is followed.

## Assessment

Assessment of RSE will be done according to the school's assessment procedures. Some PSHE and RE can be based on discussions, so teachers will note down any relevant comments that contribute to the discussion that they have been having. Children will be assessed against the objectives in the table above. Teachers will also have a range of written work or use of floor books as evidence of children's understanding of RSE.

### Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of effectiveness of the RSE curriculum will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

This policy will be reviewed every 2 years. At every review, the policy will be approved by our governing body and Principal.