

Policy for Relationships and Sex Education

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Introduction

This document is a statement of the aims, principles and strategies for Relationships and Sex Education (RSE) at Canvey Island Infant School and Nursery.

It has been developed in consultation with all members of staff, approved by the Governing Board and will be reviewed in three years' time or earlier.

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](#). We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching about relationships, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Rationale

DfE guidance (07/2019) outlines the rationale for teaching Relationships Education as follows:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help and to know where to access support.

Aims

At Canvey Island Infant School and Nursery, Relationships and Sex 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
- Keeping safe online

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).

Teaching and Learning

Personal, Social and Emotional Development (PSED) is a prime area of learning in the Early Years and is taught alongside all other aspects of the Early Years Curriculum.

See Appendix 1 EYFS Prime areas of learning

In Key Stage One, Relationships Education is taught within SCARF and the personal, social, health and economic (PSHE) education curriculum. Additionally, the science curriculum teaches children how animals, including humans, move, feed, grow and reproduce. Children learn to appreciate the fact that people are not all the same and that we need to respect each other. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to personal and health education; in particular, members of the Local Health Authority, such as the school nurse and other health professionals.

See Appendix 2 Key Stage One PSHE Curriculum Plans

The role of the Headteacher

The Headteacher will ensure that members of staff are given sufficient training in order that Relationships Education is taught effectively across the school and they are well equipped to handle any difficult issues with sensitivity.

The role of Teaching and Learning Support Staff

All members of the Teaching and Learning Support staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships and Sex Education
- Monitoring progress
- Responding to the needs of individual pupils

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education, but can withdraw their child from any non-statutory or non-science components within RSE.

See Appendix 3 A guide for parents

At Canvey Island Infant School and Nursery our guiding principles are that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents.

Confidentiality

Teachers conduct lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher must take the reference seriously and deal with it as a matter of child protection. Teachers must respond in a similar way if a child indicates that they may have been a victim of abuse. They must not try to investigate, but immediately inform the Designated Lead (HT) for child protection issues, about their concerns. The Designated Lead will then deal with the matter in consultation with health care professionals. This is in accordance to our Child Protection Policy.

(Units include lesson plans that cover all the DfE statutory requirements for

Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

Year Two PSHE overview		
Autumn 1	Spring 1	Summer 1 & 2
<p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about eating well • about the importance of physical activity, sleep and rest • about people who help us to stay healthy and well • about basic health and hygiene routines 	<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about keeping safe in the home, including fire safety • about keeping safe outside • about road safety 	<p>Sex and relationship education: Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children • about growing from young to old and that they are growing and changing • that everybody needs to be cared for and ways in which they care for others • about different types of family and how their home-life is special
<p>Autumn 2</p> <p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance of special people in their lives • about making friends and who can help with friendships • about solving problems 	<p>Spring 2</p> <p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why medicines are taken • where medicines come from • about keeping themselves safe around medicines • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	