



Drayton Community Infant School & Nightingale Infant and Nursery School Relationship & Sex Education (RSE) Policy

Signed:  on behalf of Trustees

Date: 15.11.2021

This policy covers Drayton Community Infant School's and Nightingale Infant and Nursery School's approach to teaching relationships, health and sex education (RSE). (It was produced following consultation with the whole school communities including pupils, parents/carers, staff and school trustees.)

This policy will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through RSE consultation events and a link from the school website. If a hard-copy of the document is required the schools will be happy to provide this upon request. The schools will work with parents requiring the policy in an alternative format, ensuring accessibility for all.

Drayton Community Infant School and Nightingale Infant and Nursery School offer a broad and balanced curriculum that aims to meet the needs of every child and provides the opportunities for children to achieve their full potential in all areas of their development. This includes promoting the spiritual, moral, social and cultural development of our pupils and preparing them for the opportunities, responsibilities and experiences of later life. RSE is lifelong learning about physical, social and emotional development and the understanding of the importance of loving and caring relationships. RSE is part of our PSHE curriculum.

Statutory requirements

This policy will be compliant with the following guidance:

DfE 'Sex and Relationship Education Guidance' 2019

DfE 'Science programmes of study: key stage 1

Aims and Objectives

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to make positive decisions about their health-related behaviour.

The objectives of RSE are:

- To provide the knowledge and information at an age-appropriate level.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- Providing an inclusive learning environment which is safe and empowering for everyone
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthy and safe lifestyle.
- To respect and care for their bodies.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.

- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Teaching and organisation of RSE

RSE is taught within the personal, social, health and economic (PSHE) education 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:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

At Drayton Community Infant School and Nightingale Infant and Nursery School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgmental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

Staff

Staff are responsible for:

1. Delivering RSE in a sensitive way
2. Modelling positive attitudes to RSE
3. Monitoring progress
4. Responding to the needs of individual pupils.

Our PSHE leads are:

Drayton – Mrs Alexander

Nightingale – Mrs Bradfield

All teachers teach SRE. If pupils ask questions staff will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Staff may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer.

Pupils

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

respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or from statutory requirements of the Science national curriculum.

Curriculum

RSE is taught as part of PSED, Understanding the World and RE in the EYFS. RSE is taught within the PSHE programme at Key Stage 1. Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within RE.

See attached scheme of work

Science Curriculum – Animals, including humans

Year 1 Statutory Requirements

Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 Statutory Requirements

Pupils should be taught to:

- 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

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

<p>Online relationships</p>	<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
<p>Being safe</p>	<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