

# Relationships and Sex Education (RSE) Policy

Signed on behalf of the Governing Body

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Review Date; October 2022

Next Review Date; September 2025

Produced by;



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Links to other policies

Notes

# PICKERING COMMUNITY INFANT AND NURSERY SCHOOL

## Relationships and Sex Education (RSE) Policy

Reviewed by the Full Governing Body October 2022  
Next review September 2025

*This Policy is informed by legal requirements within the Education Act (1996) and the Learning and Skills Act (2000), The Government Final Relationships Education, Relationships and Sex Education and Health Education guidance (June 2019), Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000.*

*<https://www.gov.uk/government/publications/sex-and-relationship-education>*

*Meeting safeguarding responsibilities as set out in the Keeping Children safe*

*Guidance, Meeting the requirements of the Equality Act 2010, Understanding of the Ofsted inspection framework and links to the Relationships Education, RSE and Health Education (2019) and the NYCC guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision (2019).*

In addition to the above documents, parents have been involved in reviewing previous and proposed RSE policy before creating a revised policy. This policy has been created by a working party consisting of parents of children attending our school, the PSHCE Leader and our Headteacher.

### **Philosophy**

Relationships and Sex Education (RSE) for our young children promotes an awareness, understanding and respect for self, including healthy living, growth and development. It teaches responsibility and care for family and the creation of sustainable friendships. We believe that as our children develop sensible attitudes to themselves and others, firm foundations for future physical and emotional changes are laid. It also gives our children essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline, promoting diversity in a multicultural Britain and an understanding of different families. It enables them to take responsibility for their body, relationships, reproduction, sexual health and mental and physical wellbeing.

### **Aims and Objectives for Relationships and Sex Education**

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and relationship related behaviour.

### **As a school we aim to:**

- Give all children, in a supportive learning environment, the opportunity to experience a programme of RSE at a level which is appropriate for their age and development with differentiated provision as required and for children to not be drawn into providing more information than is appropriate to the age of the child.
- Encourage and develop confidence in talking, listening and thinking about feelings and relationships.
- Encourage our children to respect themselves, the right not to be abused by other people or taken advantage of, so they can move confidently from childhood to adolescence to adulthood.
- Prepare and support children (physically, emotionally and morally) as they grow and change.
- Promote values and attitudes and the personal skills children need to make sensible choices.
- Help children to form and sustain healthy relationships.
- Help children to protect themselves and ask for help and support.

- Explain misconceptions which arise naturally through class discussion.
- Answer questions appropriately in accordance with DFE guidance by:-
  - deflecting any questions that are of a personal nature
  - delaying answers to some questions to allow for clarification
  - acknowledge questions that are too searching which may need to be answered at parents discretion by the parent/carer

### **The organisation of Relationship and Sex Education**

The Head Teacher is the designated teacher with responsibility for coordinating and monitoring RSE. RSE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

While we deliver a lot of our relationship and sex education teaching in our Personal, Social, Health, Citizenship and Economics (PSHCE) curriculum including the NSPCC produced programme The Underwear Rule, we also teach RSE through other subject areas, including, Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

### **Relationship and Sex Education in the context of the National Curriculum:**

#### **Foundation Stage:**

Understanding the World:

- know about similarities and differences between themselves and others, and among families, communities and traditions
- know about similarities and differences in relation to living things.
- make observations of animals and plants and explain why some things occur and talk about changes.

#### **Key Stage One:**

Science:

- notice that animals, including humans, have offspring which grow into adults.

#### **Foundation Stage and Key Stage One**

PSHCE: please see our updated curriculum, which can be found on our website in the curriculum section. These are the stands that include aspects of RSE:

- Relationships and Sex Education
- Healthy Lifestyles (physical and emotional wellbeing)
- Emotional Health and Well being
- Online Safety
- Drugs, Alcohol and tobacco
- Citizenship

### **The right to withdraw**

Section 405 of the Education Act 1996 gives parents the right to withdraw their child from Sex Education. From September 2020, parents cannot withdraw from Relationships and Health Education (which includes puberty learning outcomes) and other parts that are covered by the National Curriculum including science. **Due to the age of the children attending our school, parents do not have the right to withdraw their child/children from the above aspects of the curriculums mentioned.**

As a school, we will share with parents the learning objectives and what is covered in the RSE curriculum and will give parents the opportunity to discuss this, if they wish.

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of RSE. This includes children with Special Education Needs and Disabilities.

## **Protective Characteristics**

It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. At Pickering Infant and Nursery School, we believe we have an integrated curriculum approach to promote equality and pupils' understanding of the protected characteristics. Protected characteristics are characteristics that we are all protected from discrimination by under the Equality Act 2010:

- Age
- Disability
- Gender Re-assignment
- Marriage and civil partnership
- Pregnancy and maternity (parental leave)
- Race
- Religion of belief
- Sex
- Sexual orientation

Our integrated curriculum approach covers, in an age-appropriate way, the foundations of education to discuss a variety of topics. For example, the term 'gender reassignment' won't appear in PSHCE/PSED lessons taught to our pupils but the principles that underly this of understanding, kindness, celebrating difference, tolerance and respect for others are.

## **Diversity**

Children from all faiths and cultures have an entitlement to RSE. Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. At Pickering Infant and Nursery School we promote all children's spiritual, moral, social and cultural development to enable them to participate fully in a democratic, modern Britain.

## **Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families'**

In following the 2010 Equalities Act our school is working hard to be proactive in eliminating discrimination. This included preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Stonewall is a leading LGBT charity and they provide a range of supporting materials for primary and secondary schools on their website [www.stonewall.org.uk](http://www.stonewall.org.uk).

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead we talk about families more broadly.

Pupils will be provided with the opportunities to learn about different family structures through the PSHCE curriculum. Supporting resources have been developed and are utilised to introduce the topic of 'different families – same love'.

## **Safeguarding**

RSE can be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop ground rules with children at the onset of work. This will include information on confidentiality and information will be given on where children can get help on personal concerns both inside and outside school. Children will be informed about the remit of confidentiality and that staff cannot offer or guarantee children's unconditional confidentiality.

If children ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows staff to follow a number of options. These include: further questioning of the child with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the child's family, and obtain information about where to get further help or, if the matter is considered a potential safeguarding issue, the staff member responsible for this will be notified.

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated Person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Children will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body has the responsibility to

- ensure our school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE.
- in co-operation with the Headteacher, to involve families, children, and the wider school community to ensure that RSE addresses the needs of children, local issues and trends.
- to ensure children are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the children.
- ensure the policy is available to parents/ carers.
- ensure that the programme and the resources are monitored and evaluated.
- to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010), to ensure the curriculum reflects the diversity of modern Britain including representing a range of families, sexualities and gender.

In addition, the governing body have the responsibility through the statutory guidance 'Keeping Children Safe in Education' (September 2022), *'to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.'*

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the 2020 statutory including any staff CPD needs.
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from a child's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE

- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

### **PSHCE Leader**

The school has a co-ordinator for PSHCE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Work with the Headteacher to ensure compliance with the statutory guidance and any 2020 statutory requirements including any staff CPD needs.
- Ensure the implementation and quality of long term and medium term RSE schemes of work included in the PSHCE curriculum and Science Curriculum.
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all children, and to achieve this recognise that the school might need to address some specific issue.
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age-appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

### **Parents / Carers**

We aim to work in active partnership with families as we value their views and like to keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be provided to address their concerns. Families can be invited to review the resources and can contact the Headteacher/PSHCE Leader with any queries or concerns. Please see above for the right to withdraw and how this does not impact the curriculum in place for all children attending our school.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge. A staff member will be present when an external contributor is working with children. All external visitors will be monitored and checked if they have an up-to-date Disclosure and Barring Service check (DBS).