



**INFANT & JUNIOR SCHOOL
RELATIONSHIP, SEX, HEALTH AND
EDUCATION POLICY
including the EYFS**

Relevant Statutory Regulations:	ISSR Part 1 Para 2A Part 3 para 7 NMS 12 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. Sections 34 and 35 of the Children and Social Work Act 2017 The Equality Act 2010
Nominated member of SMT responsible for the policy:	Terry Wintle
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Aims

The aims of relationship and sex education (RHSE) at our school are to:

- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and 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
- Help pupils to live a healthy and happy life, feeling secure in the relationships they develop.
- Teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.
- Teach pupils that the principles of positive relationships also apply online.

Statutory requirements

Schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This policy is written following the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002

Revised Department for Education statutory guidance states that from Summer 2021, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from sex education remains in primary education, for those aspects which are not part of the Science curriculum.

Documents that inform the school's RHSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance RHSE for the 21st Century (2014)

Keeping Children Safe in Education – Statutory Safeguarding Guidance (2021)

Children and Social Work Act (2017)

At LVS Ascot Infant and Junior School we teach RHSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to submit comments and ask questions about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RHSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RHSE involves a combination of sharing information and exploring issues and values. The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Please note: RHSE is not about the promotion of sexual activity.

Delivery of RHSE

RHSE is taught by classroom teachers as part of the personal, social, health and economic (PSHE) education curriculum using the 3D Dimensions PSHE scheme, Kapow resources and the Christopher Winter project in Reception to Year 6. In Upper Key Stage 2, this is supplemented with the Living and Growing scheme to support the delivery of sex education in an age-appropriate manner. Biological aspects of RHSE are taught within the science curriculum, and other aspects may be included across all areas of the curriculum, especially PHSE, in assemblies, through our enrichment and well-being programmes and the Learning Values and Skills.

The RHSE curriculum will proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This will be in line with pupils' needs, informed by pupils' voice and participation in the curriculum development and in response to issues as they arise in the school and wider community. LVS Infant and Junior school have the flexibility to determine an age-appropriate approach which meets the needs of young people, developed in consultation with parents and in response to local public health and community issues or the needs of individual pupils.

From Reception class to Year 6, pupils will be taught:

- Skills to help them make sense of the world around them
- Skills to support their emotional development and building positive self-concept.
- The biology of puberty and how to prepare for it.
- The biology of conception and birth
- Communication, including how to manage changing relationships and emotions
- To recognise and assess potential risks in their environment
- How to report things which concern them, including in the online world.
- Assertiveness
- Where to seek help and support when required
- Informed decision-making
- Self-respect and empathy for others
- What a healthy lifestyle looks like and strategies to employ a healthy lifestyle for their age
- To manage conflict
- About healthy families and people who care for them
- About caring friendships and the dynamics of how they work over time
- About respectful relationships – courtesy, self-respect and the importance of respecting others.
- About the different types of bullying and how to seek help for themselves or others.
- The principle of consent in relationships with peers, friends and adults
- About stereotypes and how they can be unfair and negative or destructive

- About online relationships – that the same principles apply as in face-to-face relationships, that people online are not always who they say they are and the rules and principles for staying safe online.
- How to critically evaluate their online relationships, sources of information and the risks associated with people they have never met.
- How information and data is shared and used online
- About staying safe – what are appropriate boundaries in friendships and others (including digitally)
- The concept of privacy and the implications of it for both adults and children; including the fact that it is not always right to keep secrets if they relate to staying 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 to adults that 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 for themselves or others, and importantly to keep doing so until they are heard.
- How to report abuse, including the vocabulary and confidence needed to do so
- Where to access advice e.g. in school, within the family and other agencies.

Please see Appendix 1 for a year by year progression map.

Where appropriate these topics are taught within the context of family life recognising that others’ families, either in school or in the wider world, sometimes look different from their family but that those differences should be respected and know that these families are also characterised by love and care. Care is taken 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).

Faith Perspectives

The religious background of all pupils should be taken into account so that the topics that are included in the core content of RHSE are appropriately handled, taking into account the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. At LVS Infant and Junior School, we teach a wide range of faith perspectives, we do not have a distinctive religious character which informs our teaching on relationships. Balanced debate takes place across the curriculum.

Learning in a safe environment

Children learn in a safe and supportive environment in which they feel their views and needs are respected. The learning methods and activities are chosen to provide safe environments for discussion and opportunities for personal reflection. Consideration is also given to the age and stage of pupils’ development and understanding. Wherever possible RHSE will be delivered by class teachers who have a strong relationship with their forms, however, if timetabling will not allow this to happen a teacher who is known to the pupils and is suitably qualified will deliver the curriculum.

A variety of teaching approaches will be used to:

- Meet the objectives of the lesson.
- Meet the different range of abilities within the group.
- Provide a good ‘space’ for the children to develop key relationship and communication skills
- Provide a chance for children to develop themselves as a group of diverse people.

- Develop co-operative ways of working together.
- Allow children to express their own views and have empathy for the views of those around them.

Pupils with SEND will be supported to access lessons and become involved in discussions and activities. It is recognized when teaching RHSE that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND and therefore clear accessible lessons are a vital part of safeguarding.

LGBT+

We ensure that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching will be sensitive and age-appropriate in approach and content. At the point which we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than a standalone unit or lesson so that all pupils are taught LGBT content as part of the curriculum.

Safeguarding

Teachers are aware that effective RHSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation, teachers will follow the normal route of escalation to the safeguarding team (DSL/DDSL). All external visitors who support the delivery of the RHSE programme, will be required to follow the visitor to school protocol, which is clearly detailed at the school reception.

Responsibilities

The governing board

The governing board has delegated the approval of this policy to the Headteacher and the policy review committee.

The Headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE (see section 7).

Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher. Primary age children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. In these cases, staff will liaise directly with their parents or carers to decide on how and who should answer these questions. It should be noted that given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Pupils

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

Parents' right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents do not have the right to withdraw their child from the relationships aspect of the syllabus, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Parents' have the right to withdraw their children from the non-statutory/non-science components of RHSE. Requests for withdrawal should be put in writing and addressed to the headteacher. Parents will be given the opportunity to view the materials used with the children in advance of any lessons. A copy of withdrawal requests will be placed in the pupil's educational record. Before granting any such request the head teacher will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept. Although any request to withdraw from non-statutory sex education in the primary school will be granted, in line with best practice, the head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Alternative, meaningful work will be given to pupils who are withdrawn from RHSE, however this may need to be completed in a classroom of another year group.

Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHSE.

Monitoring arrangements

The delivery of RHSE is monitored by the Infant and Junior School Senior Management Team and the PHSE Leader, through planning scrutinies, learning walks, pupil voice and lesson observations.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems. Pupils are assessed against age related expectations regularly throughout the year.

This policy will be reviewed by Terry Wintle annually. At every review, the policy will be approved by the Headteacher and the policy review committee.

This policy should be considered alongside the school behaviour, PHSE, bullying and safeguarding policies to ensure consistency of approach.