

# Higham Ferrers Nursery and Infant School

*'Together, we enjoy learning in a happy, caring and friendly environment'*



## ***SEX AND RELATIONSHIPS EDUCATION POLICY***

This Policy was agreed by the Full Governing Body in Spring 2  
(2018)

It will be reviewed in Spring 2 (2021)

Signed:



19/04/2018

(Chair of Governors)



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## 01. WHAT IS RELATIONSHIPS AND SEX EDUCATION (RSE)?

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

RSE develops pupils’ physical, moral and emotional understanding. The aim of RSE is to provide children with information appropriate to their age; to explore attitudes and values; and develop social skills in order to empower them to make positive decisions about their health and well-being.

*We have adapted the commonly referred to SRE term to be RSE as we firmly believe effective education should focus on the importance of healthy relationships before sex.*

## 02. AIMS OF RELATIONSHIPS AND SEX EDUCATION

All pupils need to understand the importance of respectful relationships so to be prepared for adolescence and adulthood. This journey begins from the day a child is born: our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening.

Section 2.1 of the National Curriculum framework (DfE, 2013) states, ‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

## 03. WHY IS RELATIONSHIPS AND SEX EDUCATION IN SCHOOLS IMPORTANT?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. The PSHE Association states RSE is *essential* for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 ‘Not Yet Good Enough report’.
- SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

*(PSHE Association, March 2017)*

## 04. HOME SCHOOL PARTNERSHIP

We are well aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In the latest National Curriculum, the government made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' (National Curriculum in England, DfE, 2013) and that 'sex and relationship education (SRE) is an important part of PSHE education.' (Guidance – PSHE education, DfE, 2013). In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from sex education in National Curriculum science)

## 05. CONSULTING PARENTS

Parents will be informed when aspects RSE lessons will be taught, providing opportunities for parents to discuss the content of the lessons and to view resources being used.

Parents have the right to withdraw their child from those aspects of RSE not included in the National Curriculum Science Programme. Should a parent choose to do so, they should communicate their wish in writing. Alternative work will be set for such pupils.

## RELATIONSHIPS AND SEX EDUCATION IN THE CONTEXT OF THE NATIONAL CURRICULUM

### 06. LEGAL REQUIREMENTS

Our schools have a statutory duty to teach the following as part of the National Curriculum Science programme:

#### Key Stage 1

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

#### Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

*Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.*

## 07. RELATIONSHIPS AND SEX EDUCATION COVERAGE

Within the Rushden and Higham Ferrers cluster of schools, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. The coverage has been selected from the highly respected PSHE Association's primary and secondary planning toolkit.

The learning outcomes of Relationships and Sex Education for our schools are:

### Early Years

In Personal Social and Emotional Development, during class discussions, class teachers will aim to teach pupils the following important safety skills without giving explicit information or telling scary stories. Staff will be teaching pupils how to stay safe by learning the PANTS rules which the NSPCC have developed to be like a Green Cross Code for staying safe from sexual abuse. PANTS stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

The lessons will introduce a range of ideas, all delivered in a way that is fully age-appropriate, empowering pupils without using any frightening words. These include:

- Good and bad touching
- Your child's right to say 'no' to things that make them feel upset or uncomfortable
- Naming parts of the body
- Who your child can turn to if they ever feel upset or worried

### Key Stage 1

Personal, Social and Health Education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage to develop effective relationships, assume greater personal responsibility and manage personal safety.

Children will learn:

- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- About the ways that pupils can help the people who look after them to more easily protect them
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
- To communicate their feelings to others, to recognise how others show feelings and how to respond
- To recognise that their behaviour can affect other people

### Lower Key Stage 2

- To be able to recognise my worth by identifying positive things about me
- To be able to describe what I admire in other people
- To be able to name different feelings I have experienced, some which are good and some which are not so good, and to identify whereabouts in the body I have these feelings
- To be able to recognise these feelings in others
- To be able to describe situations that can cause good or not so good feelings
- To be able to share, demonstrate and practise strategies to help manage not so good feelings
- To be able to identify times when I feel able to show feelings and times when I may wish to hide them, and to identify when feelings can overwhelm and what I can do to manage them
- To be able to explain that my unique body is my own, and to explain that my body is the most important thing I have
- To be able to identify who I can trust in order to make decisions about who touches or 'does things' to my body (e.g. parents, hairdresser, doctor, dentist) and to be able to explain how these things should never be 'secrets' and that I have a right to talk about them to others
- To be able to describe how it feels to be nervous, anxious or to be worried
- To be able to demonstrate ways to resist pressure
- To be able to define the difference between a 'myth' and a 'truth'; an 'opinion' and a 'fact'
- To be able to recognise that however strongly someone tries to persuade me of their opinion, they still may be wrong
- To be able to explain what 'consent' means to help make informed choices
- To be able to give examples of situations when I might be put under pressure to do something I am not happy about

### Upper Key Stage 2

- To be able to demonstrate a rich vocabulary for expressing the range and intensity of feelings, and to describe how feelings influence behaviour and thoughts
- To be able to recognise that sometimes I have conflicting thoughts and emotions
- To be able to explain how feelings may change over time
- To be able to identify and demonstrate strategies that I use to manage feelings and emotions
- To be able to describe some of the effects of puberty on male and female bodies, especially the parts that are related to the reproductive organs, and how it may affect physical appearance
- To be able to explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings
- To be able to explain that the way the media portray people does not always reflect reality and how this can put pressure on us in relation to our bodies, including the manipulation of images
- To be able to describe how to manage physical changes of puberty, and to know how to keep myself clean during puberty

- To be able to explain what happens during periods menstruation and ejaculation and how to manage both
- To be able to identify where to get help and support
- To be able to identify the different types of relationships there are between people, including marriage
- To be able to describe expectations within different kinds of relationships, e.g. parent, friend, best friend
- To know the differences and similarities between kinds of relationships, including intimate relationships
- To be able to describe the links between love, marriage, conception and stable, loving relationships
- To be able to listen to and respect the views of others
- To be able to use the correct names of female and male reproductive organs
- To be able to explain how babies are made, what sexual intercourse is and what conception means
- To be able to explain what pregnancy means, how long it lasts and where it occurs
- To be able to explain how a baby develops in the womb
- To be able to understand that pregnancy is a choice and can be prevented with contraception, and how condoms and the contraceptive pill do this
- To be able to understand that making love or having sex is only one part of an intimate relationship between consenting adults
- To be able to understand that masturbation is a private activity that is completely normal and completely safe
- To be able to identify the different ways that parents and carers take care of, and are responsible for, their children
- To be able to identify how human sexuality can be expressed in a variety of ways between consenting adults
- To be able to explain that female genital mutilation (FGM) is physical abuse and a crime, and know how to get support if I have fears for myself or my peers

### Key stage 3

## **08. RELATIONSHIPS AND SEX EDUCATION - POLICY AND PRACTICE**

- A designated teacher will have overall responsibility for the provision of RSE learning, for monitoring developments within RSE nationally and for recommending to governors any amendments that they feel necessary and appropriate.
- Parents will receive prior notification of when RSE teaching will take place to enable them to discuss issues with staff or their own children.
- Materials used in RSE learning will be available to parents upon request.
- Parents may withdraw their children from all or part of the school's RSE learning if they wish.
- The children may be taught in either single or mixed gender groups as is deemed appropriate.
- If questions are asked by children outside the RSE lessons, the designated RSE lead teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics - is entitled to receive RSE and teacher's will be responsive and considerate of circumstances.

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- It is our intention all children have the opportunity to experience a RSE at a level which is appropriate for their age and physical development with differentiated provision if required.
  - The school's RSE Policy and Procedure is subject to annual review.

### Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom, or ones which are not age appropriate, will not be answered or explored.

### Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse, may be involved in the delivery of RSE.

### Children with special educational needs or disabilities

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

### Child Protection / Confidentiality

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the NSCB procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

### Monitoring and Evaluation

Monitoring is the responsibility of the Head Teacher, Behaviour and Welfare Committee and teacher with responsibility for Relationships and Sex Education. The effectiveness of the RSE learning will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

The policy was reviewed and updated in Spring 2 2018.