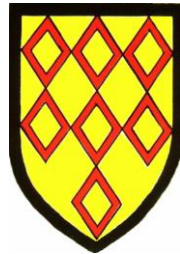


West Sussex Education Authority

Nyewood CE Infant School

“SMILING, CARING AND LEARNING TOGETHER ON A JOURNEY WITH GOD”



Relationships, Sex and Health Education Policy

Policy Date: March 2022

Review Date: March 2023

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1. Aims

By fostering an understanding of the life and teachings of Jesus, in accordance with the beliefs and traditions of the Church of England, we develop in our children an understanding of their own **uniqueness** and **spirituality**; recognizing in ourselves and others that we are all different and all have gifts to share.

The aims of Personal Social Emotional Development, inclusive of Relationships, Sex and Health Education at Nyewood CE Infant School are to:

- Provide a framework in which sensitive discussions can take place;
- Provide pupils with a knowledge about 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.

2. Statutory Requirements

This policy has been devised following the guidelines from the government to adapt and deliver a curriculum inclusive of Relationships and Sex Education. The curriculum must, “...support all young people to stay safe and prepare them for life in modern Britain by making Relationships Education (Primary) and Relationships and Sex Education (RSE - Secondary) in addition to Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools” (DfE, 2017).

“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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education” (DfE, 2019).

As such, this policy outlines how relationships and health education will be delivered at Nyewood CE Infant School.

3. Policy Development

This policy has been developed in consultation with staff, colleagues from Nyewood CE Junior School, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSED Team 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 share their views and offer comments about the policy;
4. Pupil Consultation – We investigated what pupils want from their relationships education;
5. Ratification – Once amendments were made, the policy was shared with governors and ratified.

4. Definition

To ensure we devise a broad and balanced curriculum to include all aspects of Personal, Social and Emotional Development, inclusive of health and relationships education, the school has adopted the West Sussex approach entitled Education for Safeguarding (E4S). The curriculum has been planned around the cornerstones; each defined below:

- Physical Health and Wellbeing Education: Learning about the characteristics of good physical health, wellbeing and the connections between our bodies, minds and wellbeing.
- Relationships Education: Learning about the emotional, social and physical aspects of growing up and about a range of different relationships.
- Emotional Health and Wellbeing education: Learning about the characteristics that contribute to positive mental health and explore how best to maintain these.
- Digital Media and Literacy: Learning about the internet, whilst equipping them with the skills to recognise risks and to develop strategies to keep safe online.

(Definitions from West Sussex E4S 2019)

5. The Nyewood Way

Teaching and Learning in the PSED Curriculum

Across both Nyewood CE infant and junior schools, our PSED curriculum overview is built from West Sussex County Council's 'Education for Safeguarding' (E4S). The West Sussex E4S curriculum is based on the Department for Education Relationships, Sex and Health Education (RSHE) guidance alongside numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. The approach has been developed via a multi-agency consultation, combining teams from Safeguarding in Education, Contextual Safeguarding and Health and Education in West Sussex.

Each year group covers elements of the four cornerstones of E4S once a year; these cornerstones are Digital and Media Literacy, Physical Health & Wellbeing, Relationship and Sex Education and Emotional Health and Wellbeing. Digital and Media Literacy had been planned alongside the computing curriculum to ensure full coverage of internet safety.

Both Nyewood schools use E4S to ensure that children from Reception to Year Six are taught all elements of PSED consistently throughout their primary education.

Whilst some of these points may seem mature, it is important that the children are exposed to each of them to offer a broad curriculum, which positively impacts their health and wellbeing long term, as well as considering safeguarding. In some areas, where appropriate, points will be discussed through story and through situations happening to theoretical/made up characters so that children can access and engage with the material at hand. With this in mind, however, it is important to not shy away from 'difficult' or more mature topics, rather dealing with them in an age appropriate way which engages the children and allows them to access the material.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

6. Delivery of RSHE at Nyewood CE Infant School

As an infant school, our children are taught the statutory components of relationships and health education as part of the overall RSHE curriculum. Some aspects of this curriculum are taught through our teaching and learning in science and some through our personal, social and emotional development curriculum.

Our approach will be considered by class teachers on an individual basis as to the suitability of some lessons for children with special educational needs and disabilities (SEND) and discussed with parents as appropriate.

Relationships 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;
- Being safe.

For more information about our RSHE curriculum, see Appendices 1 and 2.

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, and foster parents/carers amongst other structures). We will also ensure that we reflect sensitively that some children may have a different structure of support around them (for example, children who are looked after or young carers).

7. Roles and Responsibilities

7.1 The Governing Body

The governing body has delegated the approval of this policy to the school however; governors have ratified the new policy following the consultation process.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE. Please note that as no non-statutory aspects are taught within the infant school and so the right to withdraw does not apply (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- 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 RSHE (not applicable within the infant school curriculum aspects);
- All class teachers are responsible for the delivery of RSHE lessons. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' Right to Withdraw

Parents have the right to withdraw children from sex education delivered as part of the RSHE curriculum.

Sex education is not taught at Nyewood CE Infant School, the curriculum is made up only of health education delivered through the statutory science and PE curriculum and relationships education. Parents do not have the right to withdraw their child from these curriculum aspects.

9. Training

Staff are trained on the delivery of RSHE by the Personal, Social and Emotional Development Team and it is included in the continuing professional development provision as required.

10. Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns to the Designated Safeguarding Lead as outlined in the safeguarding policy and in line with local safeguarding procedures.

11. Monitoring Arrangements

The delivery of RSHE is monitored by the school PSED team and the school's Senior Leadership Team (SLT) through:

- Planning scrutinies;
- Book scrutinies;
- Learning walks;
- Pupil conferencing.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSED team annually and after every review, the policy will be approved by the SLT.

Appendix 1: Curriculum Map

PSED/ SRE Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R		<p>In line with the new statutory Early Years Foundation Stage framework, children will be supported to manage their emotions, develop a positive sense of self, look after their bodies, keep themselves safe and form healthy relationships. Our skilled team of staff will frequently support children to develop these skills through supported interactions and modelling through play. Nyewood CE Infant School recognise that these foundations provide the valuable building blocks to in order to equipping children with the skills they need throughout life.</p>
KS1	Autumn	<p>Internet safety - keeping safe online;</p> <p>Transition;</p> <p>Keeping safe;</p> <p>Managing Behaviour;</p> <p>(Art and Design - drawing self-portraits (1 session) Internet safety – keeping safe online;</p> <p>Uniqueness and differences Internet safety – online activities; identities online and offline;</p> <p>Managing Feelings;</p> <p>Health and well-being Internet safety – communicating with others online;</p> <p>Health and well-being</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
KS1	Spring	<p>Internet safety – keeping safe online – researching linked to diversity week</p> <p>Uniqueness and differences; Empathy and stereotypes – link to diversity week Internet safety</p> <p>PSED- Fair/ unfair/ Right / Wrong; keeping safe in different situations + behaviours linked to this; Hazards at home and in school + how to be safe around them;</p> <p>Worry- time to talk, signs of behaviour;</p> <p>Peer pressure /saying no Internet safety- keeping safe online what to share and what not to;</p> <p>Digital footprint</p> <p>Medicines safety +when they are needed;</p> <p>Self-image and worth</p>
KS1	Summer	<p>Internet safety – risk of sharing online</p> <p>Special people family groups; feelings and attitudes</p> <p>Internet safety – Privacy and information</p> <p>Transition</p> <p>Changes in growth</p> <p>Internet safety</p>

Appendix 2: By the end of key stage one pupils should know:

Physical Health and Well-being				
Eating well and being active	Hygiene and protecting your health	Keeping safe and risks	Keeping safe and emergencies	Drugs, alcohol and tobacco

By the end of key stage one pupils should know...

How to keep themselves healthy and how good health depends on these.

The short and long-term benefits of keeping healthy and active.

The importance of taking care of their bodies and the importance of maintaining good personal hygiene.

that they can be responsible for preventing the spread of germs through maintaining good personal hygiene

Where and how to seek help when they feel unwell.

How to look after their bodies safely and know that this affected by what they put into them.

To understand the medicines must be stored and used safely, under the supervision of a responsible adult.

Relationships Education

Being safe

**Families, friendships
and relationships**

Feelings and attitudes

Identity

By the end of key stage one pupils should know...

How, where and when to seek help and who from in different contexts.

About body privacy and know that they have rights over their bodies.

Some basic rules for keeping themselves safe and how to identify safe and unsafe situations

When to keep a secret and when to tell.

Different ways to keep safe when online.

To be able to explain what is meant by 'private' and understand privacy including the importance of Keeping something private within different contexts.

That some people who are important to them and be able to describe why

That families are all different but they have some common features.

To consider the value of being a friend, having a friend and understanding that friendships change overtime.

Know that relationships are a two-way thing.

To understand that there are different ways of expressing love.

To know and understand why families are special for caring and sharing

To be able to tell when they love and care for someone.

To know what bullying is and understand why it is unacceptable.

Emotional Health and Well-being

**Emotional
resilience**

Sense of self

Wellbeing

Relationships

Transition

By the end of key stage one pupils should know...

How to identify, express and manage feelings in an appropriate way.
Different ways of expressing their feelings both vocally and physically.
That experiencing different feelings is ok and talk about how different experiences make them feel.
The importance of sharing feelings with others.
That both bodies and feelings can be hurt.
About some coping strategies to help them manage loss or change.
That they are unique and to identify the similarities and differences between themselves and others.
What makes them unique, to appreciate equality and know that everyone should be valued regardless of their differences.
To recognise there are different kinds of stereotypes and begin to recognise and challenge these.
The groups they belong to in life and what makes them special.
The importance of kindness and how acts of kindness can make themselves and others feel.
That they have choices linked to their behaviour and the choices they make can affect the ways others feel.
About the things they are good at and demonstrate a sense of pride in their own achievements
That perseverance is important and that making mistakes is how we learn.
Some strategies to persist with challenge and to offer support to others when they are trying something new.
The difference between a secret and a surprise
How to identify feeling well and unwell and how some things can affect the way we feel.

Digital Media and Literacy

Online content and critical thinking	Self-image, mental health and well-being	Online relationships and cyberbullying	Online Reputation	Staying safe online
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By the end of key stage one pupils should know...

How to safely access information online on different devices.
Understand what is meant by being online and offline
That people can look different online from how they are offline
How to seek help when feelings are impacted by the way others appear online
About the different places and ways people can communicate online
Why I should be careful who they trust online and what information they can trust
How to behave positively online
The risks of putting or sharing information on the internet
Their personal information should not be shared online and how to keep the information on their device safe.