

Newhall Infant and Nursery School



Relationships and Sex Education Policy

01.02.25

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1. Aims

The aims of relationships and sex education (RSE) at Newhall Infant and Nursery 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.

2 Statutory Requirements

Relationships and Health Education is compulsory in Primary Schools. As an infant school we must provide relationships education to all pupils as per *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](#)

For Primary Schools – Sex education is not mandatory although they must teach the elements of sex education contained in the science curriculum. For Infants, The National Curriculum for Science includes content about human body parts and growth. Parents do not have the right to withdraw from this aspect of the curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- The new curriculum became compulsory from September 2020.

At Newhall Infant and Nursery School, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff and parent Governors. 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 attend a meeting about the policy.
4. Pupil consultation – we investigated the views from children and their interests linked to relationships and safety.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

The DfE Sex and Relationship guidance for RSE in 2000 is:

‘Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

It is recommended that ‘Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. Schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.’

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

5. Curriculum

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). RSE is also embedded within our core values which are reinforced on a daily basis in our daily practice, including assemblies.

At Newhall Infant and Nursery School we may invite medical professionals or external agencies to discuss part of the science curriculum or share a safeguarding issue.

We follow the Dimensions PSHE scheme of work in the Foundation Stage and Key Stage 1.

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

Our curriculum is set out in Medium Term Planning but we may need to adapt it as and when necessary.

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 don't seek answers online.

For more information about our curriculum, see our curriculum maps in Appendix 1.

6. Delivery of RSE

Continuity and progression will be generated through the adoption of a whole-school approach to the planning and delivery of clearly defined and progressive learning objectives covering the knowledge, skills and understanding appropriate to the age and needs of children.

Active learning methods that support participation and encourage reflection will be used.

Teaching will be delivered:

1. Through a caring and committed ethos that models and supports positive relationships between all members of the school community.
2. Within an age-appropriate spiral programme as part of the PSHE and Science curriculums. This may also involve cross-curricular Literacy and Drama lessons.
3. Through special assemblies.
4. If necessary, through targeted intervention where appropriate with vulnerable children or as a response to any school issues or incidents.

The school uses the NSPCC 'PANTS' resources to deliver important messages to children about how to keep their bodies safe. Teachers will try to answer children's questions or

concerns in a safe and age-appropriate way, using their professional expertise and seeking advice from external agencies if required. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues which encourages thoughtful participation.

If a child's question is inappropriate to address within the whole class, the teacher will attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse the Safeguarding Team (Shelley White [DSL Lead] and Claire Butler [Deputy DSL]) will be informed and the child protection procedures followed.

6.1 Inclusivity

We will teach about topics in a manner that:

1. Considers how a diverse range of pupils will relate to them
2. Is sensitive to all pupils' experiences
3. During lessons, makes pupils feel:
 - a. Safe and supported
 - b. Able to engage with the key messages

We will also:

4. Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
 - a. A whole-class setting
 - b. Small groups or targeted sessions
 - c. 1 to 1 discussions
 - d. Digital formats
5. Give careful consideration to the level of differentiation needed.

6.2 Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and will not provoke distress.

6.3 A Safe Learning Environment

At Newhall Infant and Nursery School, RSE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that children are not pressurised to talk about their own personal issues in class.

- Nobody should be expected to answer a personal question
- Nobody will be forced to take part in a discussion
- If appropriate, the correct names for body parts will be used
- The meaning of words will be explained in a sensible and factual way

6.4 Equal Opportunities

Children may have varying needs regarding RSE depending on their circumstances and background. Newhall Infant and Nursery School strongly believes that all pupils should have access to RSE that is relevant to their particular needs.

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, 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).

Newhall Infant and Nursery School will take account of:

Gender Issues

- Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall be proactive in combating sexism and sexist bullying.

Ethnic and Cultural Diversity

- Varied ethnic and cultural groups may have different attitudes to RSE. Newhall Infant and Nursery School will consult with relevant parents, taking account of their views and the views of different ethnic and cultural groups in line with Safeguarding.

Special Educational Needs

- We acknowledge the complex and diverse needs of our children at Newhall Infant and Nursery School and take into account the fact that many of our children may not be able to access the knowledge, skills or understanding of RSE. This will be taken into consideration at all times.

Sexuality

- Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We will actively tackle any homophobic bullying.

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, 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).

7. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.

- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might obtain from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and Responsibilities

8.1 The Governing Body

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- 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 RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss with the Headteacher. All class teachers are responsible for delivering the science curriculum across school. Class teachers will teach the PSHE curriculum. The Headteacher will deliver part of the PANTS curriculum through assemblies and teaching the classes.

8.4 Pupils

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

9. Parents' Right to Withdraw

Parents do not have the right to withdraw their child from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSE. At Newhall Infant and Nursery School, parents are provided with information about the PANTS message prior to the delivery of lessons in the Autumn term which informs them the content of the safeguarding lesson. They have the right to withdraw their children from this lesson should they wish to by speaking to the child's class teacher.

Alternative work will be given to pupils who are withdrawn from PANTS education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE co-ordinator and the Headteacher through feedback from children, planning scrutinies and monitoring visits. The leader for PSHE will ensure that coverage of the curriculum is delivered over the year.

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



3D PSHE Coverage Matrix

Early Years
PSHE Stories Overview

Explorers 2	Come Fly with Me! Asia	Happy to Be Me!	Help is at Hand	Let's Play	No Place Like Home	Tell Us a Story	Under the Sea	What on Earth...!
	Lesson 16 'All Join In'	Lesson 19 'Busy Body'	Lesson 11 'I Feel Poorly'	Lesson 4 'It's Your Turn'	Lesson 2 'Nan's House'	Lesson 13 'Bully Boy'	Lesson 7 'An Old Friend'	Lesson 25 'Litter Bug!'
		Lesson 14 'Family Fun'	Lesson 17 'I'm Stuck!'		Lesson 20 'The New Pet'	Lesson 17 'I'm Stuck!'		
		Lesson 8 'Me and You'						

Missing Lessons	Lesson 1 'Hide and Seek'	Lesson 3 'I Like...'	Lesson 5 'What a Problem'	Lesson 6 'Take the Plunge'	Lesson 9 'Stick to the Rules'	Lesson 10 'Rainy Days'	Lesson 12 'Clean and Tidy'
	Lesson 15 'One Gold Star'	Lesson 18 'A Piece of Cake'	Lesson 21 'Getting in a Knot'	Lesson 22 'E-Safety, Be Safe'	Lesson 23 'Eid Mubarak!'	Lesson 24 'Playtime Games'	





CURRICULUM SUBJECTS OVERVIEW

PSHE

Learning Pathways								
 Pathfinders	Unity in the Community	Land Ahoy! / The Beachcombers	Zero to Hero/One Day, Many Ways	Come Fly With Me! The Arctic Circle	Happily Ever After	Inter-Nation Media Station/- Mobile Mystery	Going Wild	Light Up the World/Skip of the Dump
	Belonging Road Safety	Rules / Expectations Responsibility Being Considerate	Setting Goals Gender Stereotypes	Friendship Healthy Eating	Bullying Fair and Unfair Behaviour	Sharing Opinions & Debating (INMS) E-Safety in both	My Body Physical Activity	Emotions Sun Safety