



Killamarsh Infant and Nursery School

Relationship and Sex Education Policy

Version	Date	Author	Changes
1.0	November 2020	Tracey Holmes	
1.1	October 2024		

KILLAMARSH INFANT AND NURSERY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction

Policy Aims and Objectives

Killamarsh Infant and Nursery School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home. Through this policy we will work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupil's self-esteem and confidence, especially in their relationships with others.
- To understand the importance of safe and stable relationships that promote respect, love and care.
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To develop resilience and positivity when responding to influences that may affect body image.
- To reinforce and develop pupils understanding of how to stay safe online.
- To respect and care for their bodies.
- Teach pupils the correct vocabulary to describe themselves and their bodies

Organisation and Delivery of Relationship and Sex Education Programme

At Killamarsh Infant and Nursery School Relationships and Sex Education teaching is centred around the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning pupils are taught how to take turns, how to treat each other with kindness, consideration and respect,

the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

At Killamarsh Infant and Nursery School, we teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. We believe that Relationships and Health Education must include information about physical, moral and emotional development and we will ensure that pupils are given information appropriate to their age and stage of development.

The Headteacher is responsible for the organisation of Relationships and Sex Education at Killamarsh Infant and Nursery School. Relationships and Sex Education is delivered through several areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE & Citizenship and through assemblies.

Where Relationship and Sex Education is taught within the curriculum, it will be planned by the class teacher and therefore usually delivered as a whole class lesson. Some of our RSE lessons are part of our PSHE curriculum, which we deliver through the use of the Jigsaw PSHE scheme. Assemblies are delivered by teaching staff, including the headteacher. Visiting speakers from the community, e.g. health promotion specialists, school nurses, community police and fire officers, make a valuable contribution to the Relationships and Sex curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum.

Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the Relationship and Sex curriculum. Whilst many aspects of relationships and health are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others needs and feelings. Children are shown how to form positive relationships with adults and other children, and they talk about how they and others show feelings.

Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur and talk about changes.

Key Stage 1

National Curriculum Science As It Relates To RSE Education

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

KS1 (Age 5-7) Pupils Will Be Taught:

- the difference between things that are living and things that have never been alive.
- that animals, including humans, move, feed, grow, use their senses and reproduce.
- to name the main external parts of the body, e.g. hand, elbow, etc.
- that humans can produce babies and these babies grow into children then adults.
- that humans have senses which enable them to be aware of the world around them.
- to recognise similarities and differences between themselves and other pupils.

Through the Personal, Social, Health and Emotional (PSHE) curriculum and the Religious Education (RE) curriculum children are taught about how to get on and how to deal with falling out, saying no to Bullying, reaching for goals, being good to themselves, relationships and changes. Children are encouraged to reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

Through the computing curriculum children are taught that people behave differently online, including by pretending to be someone they are not, how to keep their personal data safe, which programs, games, apps are suitable for their age and who to report any worries to.

Learning Outcomes Through The Specific RSE Materials And Teaching

The following statements are offered as learning outcomes for RSE for Key Stage 1. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. Those statements marked with an asterisk are part of the National Curriculum science requirements and as a result may be repeated from the previous section.

By the end of Key Stage 1 Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust

- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults*
- The basic rule for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and difference between people
- How their feelings and actions have an impact on other people.

Equal Opportunities

The Relationships and Sex Education programme will be delivered in accordance with the school's Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of family.

The promotion of any type of relationship will not occur.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the lessons so that both teachers and pupils are working within a safe environment. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and, if necessary, will deal with questions on an individual basis after the lesson.

Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parent/s.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead (DSL), Mrs Tracey Dolman should be informed. If the DSL is not able to be contacted, a member of the Senior Leadership Team should be consulted.

No adult should ever promise confidentiality to a child, as stated in the school's Safeguarding Policy.

Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. It is the responsibility of the headteacher to appropriate training and ensure that staff have adequate resources to undertake the programme.

Pupil Entitlement

The governors believe that children are entitled to appropriate and responsible health and sex education.

Parents will be invited to comment on the governors' policy. The headteacher and governors are always willing to discuss any concerns with parents.

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the headteacher and governors.

The school will assess the effectiveness of the aims, content and methods in promoting children's learning by lesson observation, sampling teacher's planning, pupil discussions, pupil work and feedback from parents.

The RSE policy and curriculum are reviewed annually. We also consult parents annually on our RSE provision. This is done through our website and the use of an online form. Planning is available for parents to look at.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is available to view on the school web site.