

Whitgreave Infants Relationships and Sex Education Policy



Draft policy – March 2017
Consultation – April 2017
To be agreed by governors – May 2017
Review date – Spring 2018

Signed on behalf of the Governing Body _____ Date: _____

Context/Introduction

All schools must have an up to date Relationships and Sex Education (RSE) policy which is made available for inspection and to parents. The policy must:

- Define RSE;
- Describe how RSE is provided and who is responsible for providing it;
- Say how RSE is monitored and evaluated;
- Include information about parents' right to withdraw children;
- Be reviewed regularly

RSE Guidance (DfEE 0116/2000)

Definition:

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. As children become older (in Key Stage 2 and beyond) they learn about puberty, sex and sexual health. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age.

School Context:

Whitgreave Infant School is within Wolverhampton Education Authority and is located to the North West of the centre of Wolverhampton. It serves the surrounding areas of Low Hill and Bushbury which are identified as having significant social deprivation and disadvantage. There is a high rate of unemployment and one-parent families. The percentage of children entitled to free school meals is well above the national average.

The school is a two form intake Infant and Nursery school catering for children aged 3-7 years old. There are currently 230 pupils on the school roll. At the most recent SEND audit

(Spring 2017) there were 51 children on the SEND register. 3 children have Education Health and Care Plans (EHCP).

There is currently 1 Looked After Child and 2 children subject to Child Protection Plans. 26 children have either Child In Need (CIN) Plans or Early Help Assessments (EHA).

The 3 largest ethnic groups are:

White British (57%)

Mixed White Black Caribbean (14%)

Black African (9%)

75% of parents expressed (at the point of child's admission) that they had no religious beliefs. The largest faith group is Christian.

Principles:

At Whitgreave Infants we believe:

- That RSE should include work at an appropriate level from early in the education process.
- That children are entitled to clear, accurate information about RSE **appropriate to their development.**
- That children should be listened to
- That RSE contributes to effective childhood relationships as well as helping children to become responsible adults
- That RSE should be taught in a trusting and open environment without any fear of embarrassment

Aims and Objectives for Relationship and Sex Education

Aim:

- To provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

Objectives:

- To increase children's knowledge of their bodies and be able to name body parts. We believe it is important to use the correct vocabulary for all body parts
- To clarify/reinforce existing knowledge
- To raise children's self esteem and confidence, especially in their relationships with others
- To help children develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To develop 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 respect and care for their bodies

- To be prepared for puberty and adulthood

The teaching programme for Relationship and Sex Education

EYFS: (Statutory Framework 2017)

As part of the learning and development requirements of the EYFS Statutory Framework in **Personal, Social and Emotional Development** it is expected, by the age of 5, that:

Children will play co-operatively, taking turns with others. They will take account of one another's ideas about how to organise their activity. They will show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

In **Physical Development** it is expected, by the age of 5, that:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

In **Understanding the World** it is expected, by the age of 5, that:

They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They make observations of animals and explain why some things occur and talk about changes.

During the EYFS children will learn about:

- Our bodies
- Growing and changing
- Lifecycles
- Animals and their babies
- Healthy living (personal hygiene)
- Friendships
- Safe touch and hurting touch
- Anger and emotion
- Telling others and keeping secrets

KS1: National Curriculum Science (2014)

All schools must teach the following as part of the National Curriculum Science Orders. Parents do not have the right to withdraw children from the Science curriculum

Children should be taught:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- To notice that animals, including humans, have offspring which grow into adults

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help children to recognise growth; they should not be expected to understand how reproduction occurs.

Through work in science children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

Religious Education (RE): Children from YR onwards are taught RE using the Wolverhampton Locally Agreed Syllabus 2015. Themes within this that are particularly relevant to RSE are:

- Creation and the Natural World
- Community and Relationships

JIGSAW programme: This programme covers all aspects of Personal, Social, Health and Economic (PSHE) education. The 2 'puzzle pieces' taught in the Summer term are particularly relevant to RSE. These are 'Relationships' and 'Changing Me'.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs and/or disadvantage.

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision as required.

The organisation of Relationships and Sex Education

It is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse or representatives from organisations such as the NSPCC..

A range of teaching methods which involve children's active participation are used to teach RSE. These include use of video extracts, discussion, looking at case studies, drama and role play.

RSE is delivered in mixed gender and mixed ability groups.

Resources to teach RSE include fiction, reference books, leaflets and extracts from videos. Resources are kept in the staffroom and the Hall as well as in classrooms.

The Family Links Nurturing Programme and the Protective Behaviours programme are used to teach about and explore positive relationships, safe touch and hurting touch.

Parents:

The school includes information on RSE in the school prospectus and on the website. Full details are available on request.

Parents have the right to withdraw their children from those aspects of RSE not included in the National Curriculum Science Orders. Alternative work would be set. However, it is

hoped that, by working in partnership with parents, they recognise the importance of this aspect of their child's education.

Safeguarding and Confidentiality

Teachers need to be aware that effective RSE will develop an understanding in children of what is and is not acceptable in a relationship and this may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher or any of the Designated Safeguarding Leads in line with the school's Safeguarding policy.

A member of staff will not promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following policies:

PSHE

Equalities

Safeguarding and Child Protection

E-Safety

Behaviour and Discipline

Anti Bullying

EYFS

Science

Visitors

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. Questions do not need to be answered immediately but children need to know that his/her issue will be addressed at some point.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teachers' 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 sex and relationship education (eg personal hygiene).

Teachers should:

- Involve children in discussions about who appropriate visitors are to support any work undertaken
- Enable children to write letters of invitation wherever possible
- Brief the visitor on the purpose of the visit
- Inform parents
- Ensure that time is given to preparing questions children may want to ask
- Ensure that visitors are not left alone with children and that they are supported by school staff

- Ensure that sufficient follow-up time is given

Visitors will need to know:

- How much time is available
- How many children, their age and abilities
- What room and resources are available

Children with special needs and/or disabilities

RSE will be taught to all children regardless of their ability or disability.

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of RSE. Where children have Individual Education Plans (IEPs), teachers will take account of their targets when planning work.

Roles and Responsibilities:

Governors: Will ensure that there is an up to date RSE policy and that it is reviewed on an annual basis.

Headteacher: Will maintain an overview of RSE and ensure that it is being taught according to school policy. She will include a summary of RSE in the school prospectus and make information available to parents/carers.

PSHE/Science Co-ordinators: Will monitor the content of RSE through observations, planning and work scrutinies, talking to staff and children. They will report to governors as appropriate and will be involved in the review of the policy.

Teachers: Will ensure that the RSE policy is followed and that content is appropriate to children's needs.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, governors and teachers with responsibility for RSE/PSHE, The school will assess the effectiveness of the aims, content and methods in promoting children's learning by lesson observations, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

RSE is monitored and evaluated by the Leadership Team as part of the school improvement plan. As a result of this process, changes will be made to the RSE programmes as appropriate.

Any change will be reflected in the school prospectus.

Useful websites/resources to enhance teaching RSE:

Resource	Location/website
The JIGSAW programme	Within each year group. www.jigsawpshe.com
PHSE Association	www.pshe-association.org.uk
Family Links Nurturing Programme	Handbooks within each year group
Wolverhampton Locally Agreed Syllabus for RE	Saved on Staff Shared Area
Wolverhampton Healthy Schools	http://www.wolverhamptonhealthyschools.org.uk
Protective Behaviours	http://www.protectivebehavioursconsortium.co.uk
NSPCC	www.nspcc.org.uk