

***Henleaze Infant School
Relationships
and Sex Education Policy***

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Equality Impact Assessment- Have any adverse impacts been identified under the Equalities Plan? (nb – if answered ‘yes’ please attach a Full Impact Assessment)	
Chair of Governors Signature	

HENLEAZE INFANT SCHOOL



Policy Relationships & Sex Education

As a local authority maintained school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Henleaze Infant School we teach RSE as set out in this policy.

This policy has been developed in consultation with staff, pupils and parents. 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 what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Rationale:

The early introduction of relationships and sex education is important for the development of a positive basis for the subsequent personal and social development of children.

We currently follow the 'Jigsaw PSHE' Scheme. This programme follows a mindful approach to PSHE and the teaching and planning of sex and relationships health education is tailored to the developmental stage of the children, and for this reason all sex education is presented in the context of family life, loving relationships, and respect for oneself and others.

Purposes:

The aim of the relationships and sex education policy is to ensure that children are provided with a foundation within which they can:

- 1 Learn about and how to respect their own bodies and develop a vocabulary about bodies, including their own;
- 2 Understand and respect the differences between males and females as appropriate;
- 3 Be encouraged to develop communication skills in order to talk to appropriate adults about themselves and their bodies;
- 4 To understand that they can have rights over their own bodies and to begin to develop simple skills and strategies which will help them protect themselves now and in the future;
- 5 To grow up safe, feeling good about themselves and their bodies, and to be able to form good relationships.

Guidelines:

- 1 Relationships and sex education will be integrated naturally into the curriculum as part of the Jigsaw PSHE programme as well as some aspect through science or RE;
- 2 It should be approached within the framework of understanding myself;
- 3 Throughout all three year groups, the correct terminology should be introduced and used.

NB: 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. Questions that are not appropriate to the age of our children will be passed on to individual families.

The Jigsaw curriculum should ensure children are:

- 1 Aware of, and begin to understand the different compositions of human families and healthy relationships within them;
- 2 Able to identify healthy relationships between friends, understand bullying and are apply varied forms of conflict resolution;
- 3 Developing an understanding of trust and appreciation and know who can help and support them within the school community;
- 4 Able to understand that they have rights over their own bodies, to understand appropriate physical contact and to help them develop personal qualities and skills that help them protect themselves.

Definitions:

Relationships Education in **primary** schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Age-appropriate lessons covering this will be used from our Jigsaw PSHE scheme.

We also use the NSPCC Pants resources to support the teaching of RSE

Sex Education In the new guidance, the DfE continues to recommend that all primary schools 'have a sex education programme *tailored to the age and the physical and emotional maturity of the pupils*. Schools are to determine the content

of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings. Drawing on the knowledge of the human life cycle set out in the **national curriculum for science**— 'how a baby is conceived and born'— age-appropriate lessons covering this will be Taught from our Jigsaw PSHE scheme. See appendix 1

National Curriculum Science:

Year 1 - Pupils should be taught to: • identify, name, draw and label the basic parts of the human body (including penis and vagina) and say which part of the body is associated with each sense.

Year 2 - Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults. (Statutory requirements)
They should be introduced to the process of reproduction and growth. The focus at this stage should be on questions that help pupils to recognise growth; **they should not be expected to understand how reproduction occurs** (Non- stat guidance).

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Communicating with Parents

Our view is that sex education should be treated as a natural part of the curriculum. Careful consideration should be given to children from different cultures or religious backgrounds to avoid causing offence or clashes with home cultures and it should not be necessary for parents to withdraw their children from these issues.

We believe parents are concerned to keep their children safe and protected, and that they should be encouraged to support and endorse the work of the school in this area.

Parents'

Parents will be invited to a meeting with members of teaching staff ahead of the sex education teaching program starting. Staff will explain the curriculum coverage and seek to answer any questions.

All elements of Henleaze sex education curriculum are taken from the KS1 science national curriculum.

Right to withdraw

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

By law parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. This is not applicable to our curriculum (see above)

Further information on right to withdraw in appendix 2

Requests for withdrawal should be put in writing and addressed to the head teacher.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher, alongside the lead for PSHE 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 8)

Class Teachers

Class Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the **[non-statutory/non-science]** components of RSE
- Assessment of RSE as part of termly PSHE assessment in line with school schedule

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development program through external professional CPD and staff meetings.

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

Monitoring arrangements

The delivery of RSE is monitored by Flo Hale (PSHE Leader) through:

Planning scrutinies, learning walks, and pupil conferencing.

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

This policy will be reviewed by The Governing board of Henleaze Infant school.

At every review, the policy will be approved by The Governing board and Head teacher of Henleaze Infant School.

Appendix 1:

Jigsaw RSE Content

The grid below shows specific learning intentions for each year group in the **‘Relationships’ Puzzle.(Term 5)**

Year Group	Piece	Learning intentions ‘Pupils will be able to...’
F1/2	<p>Piece 1 My family and me</p> <p>Piece 2 Make friends, make friends, never ever break friends! – Part 1</p> <p>Piece 3 Make friends, make friends, never ever break friends! – Part 2</p> <p>Piece 4 Falling out and bullying – Part 1</p> <p>Piece 5 Falling out and bullying – Part 2</p> <p>Piece 6 Being the best friend we can be</p>	<p>I can tell you about my family I can identify some of the jobs I do in my family and how I belong</p> <p>I understand how to make friends if I feel lonely I know how to make friends to stop myself from feeling lonely</p> <p>I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends</p> <p>I know what to say and do if somebody is mean to me I am starting to understand the impact of unkind words</p> <p>I can use Calm Me to manage my feelings</p> <p>I can work together and enjoy being with my friends I know how to be a good friend</p>
Y1	<p>Piece 1 Families</p> <p>Piece 2 Making friends</p> <p>Piece 3 Greetings</p>	<p>I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me I can identify what being a good friend means to me I know how to make a new friend I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>I can tell you why I appreciate someone who is special to me I can express how I feel about them</p>

	Piece 6 Celebrating my special relationships	
Y2	<p>Piece 1 Families</p> <p>Piece 2 Keeping safe – exploring physical contact</p> <p>Piece 3 Friends and conflict</p> <p>Piece 4 Secrets</p> <p>Piece 5 Trust and appreciation</p> <p>Piece 6 Celebrating My Special Relationships</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this</p> <p>I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p>I understand how it feels to trust someone I recognise and appreciate people who can help me in my family, my school and my community I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others</p>

The grid below shows specific learning intentions for each year group in the **'Changing me' Puzzle.(Term 6)**

Year Group	Piece	Learning intentions 'Pupils will be able to...'
F1/2	Piece 3 Growing up	<p>D4 - Seek out others to share experiences. Show affection and concern for people who are special to them</p> <p>Explain own knowledge and understanding, and ask appropriate questions of others</p> <p>ELG - Show sensitivity to others' needs and feelings</p>

Y1	Piece 4 Boys' and girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
Y2	Piece 4 Boys' and girls' Bodies	Recognise the physical differences between girls and boys Use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what I like/ don't like about being a girl/ boy

Appendix 2

July 2019 - which becomes statutory in September 2020 - there is no right to withdraw from Relationships Education or Health Education, or from any aspects of Sex education covered in the Science National curriculum eg body parts, life cycles in animals and plants

There should be nothing in Henleaze Infant School's RSE content which falls into the separate Sex Education category - therefore nothing Parents can withdraw from.

Right to be excused from sex education (commonly referred to as the right to withdraw)

*45. Parents have the right to request that their child be withdrawn from some or all of **sex education** delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.*

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.