

Busbridge Infant School

Relationships Education Policy

Status: Statutory

Date: Spring 2020

Review frequency: Every 3 years

Next Review Date: Spring 2023

To be approved by: Governing Body

Introduction

The core purpose of Relationship and Sex Education (RSE) is to help adults who work with pupils within the school environment, to support their physical, emotional, moral and spiritual development by teaching clear facts, and to develop skills, positive attitudes and values. This policy is in line with the government regulations and statutory guidance on Relationship and Sex Education (Published February 2019) and has been written with the involvement of school staff, parents & carers and members of the Governing Body.

Busbridge Infant School believes that effective RSE should provide knowledge about the development of the child to the adult. We want to enable children to build good friendships and encourage loving relationships, make responsible and informed choices and decisions about their behaviour & lives, now and in the future, understand the physical and emotional changes that take place during the process of growing up and help children be safe.

The term sex education refers to the teaching of information relating to growth and development, personal relationships, personal rights and responsibilities as well as reproduction. It is always taught taking full account of the age and maturity of the children. Relationships Education is compulsory in all primary schools in England and Health Education is compulsory in all state-funded schools. However, Sex Education is not compulsory in primary schools.

Aims

There are three main elements within the aims:

- **Attitudes and values**
Learning the value of respect, love and care
Learning the value of stable and loving relationships, family life for the nurture of children
- **Personal and social skills**
Developing self-respect, empathy for others and an appreciation of the differences between people
Developing an ability to articulate feelings and emotions
- **Knowledge and understanding**
To learn the basic differences between male and female
To understand that all things reproduce
To learn how living things change as they grow

The Curriculum and Teaching of RSE

RSE is an important part of our curriculum. RSE is not taught as a separate subject but is fully integrated into the wider curriculum such as:

- Personal, Social, Health and Citizenship Education (PSHCE)
- Science
- Circle Times
- Stories and role play
- Physical Education
- Topic work
- Assemblies

Our school curriculum plans below identify the different opportunities and places throughout the school year where teachers will deliver elements of the RSE curriculum.

Other adults, such as a visiting School Nurse or other health professionals, may also be involved in the teaching of RSE using resources and materials appropriate for the age group they are working with. Any teaching by outside professionals will be overseen by Busbridge Infant School staff and be guided by this policy.

Often teaching will be 'ad hoc', e.g. in response to a child's question or in discussion about a story or an event.

Year	PSED (Personal, Social and Emotional Development)	Understanding of the World	Communication and Language
Reception (Wrens & Robins)	<p>Within the EYFS curriculum, activities will be planned that enable the children to develop positive social relationships with others, understand how to take care of themselves and recognise and manage their emotions.</p> <p>Children will learn about:</p> <ul style="list-style-type: none"> • ways to look after themselves and each other, including being healthy and eating healthy foods and the importance of exercise • the body parts and know which parts should be private • who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe • the role of adults, including parents, carers and family in developing a caring community and how they can contribute to the community 	<p>Activities planned within the EYFS curriculum will enable the children to learn about the growth and development of animals and plants. Children will learn about:</p> <ul style="list-style-type: none"> • similarities and differences in relation to places, objects, materials and living things • children will talk about the features of their own immediate environment and how environments may differ from one another • they will make observations of animals and plants, explaining why some things occur and talk about changes 	<p>Activities planned within the EYFS curriculum will enable the children to learn the following:</p> <ul style="list-style-type: none"> • how to communicate their ideas to others • listen carefully to others • develop reasoning and problem solving • explore and develop ideas through role play and first hand experiences
Year	Science	PSHCE	
1 (Swallows & Finches)	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates • identify and name a variety of common animals that are carnivores, herbivores and omnivores • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • Talk about ways to keep our bodies healthy, including dental hygiene, diet and exercise, managing germs and cleanliness • Explore ways the children can make healthy choices • Develop self-esteem by discussing goals, celebrating strengths and recognising mistakes • Recognise a range of feelings and emotions, identifying how our bodies change during different emotions and learning ways to manage each emotion • Discuss loss, such as how it feels when something is broken or goes missing • Identify body parts and discussing physical changes to the human body, such as losing teeth, feet growing and hair changing colour. To know which parts should be private • To name everyday things that may be harmful 	

		<ul style="list-style-type: none"> • Learn how to be safe and who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe • Discuss our behaviours and the impact this has on others • Identify ways in which we are the same and different • Talk about their own families • Discuss different family set ups and the family • Identify ways we can care for our environment and discuss why this is important • Talk about where money comes from and what it is used for • Learn ways to work as a team
Year	Science	PSHCE
2 (Woodpeckers & Wagtails)	<p>All living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Name the external parts of the body 	<ul style="list-style-type: none"> • Identify ways to be healthy, including the importance of rest. Exploring choices that we can make to be healthy and how this affects the human body • Talk about how we are all unique and special • Explore personal goals • Talk about changes in our lives and how these changes make us feel • Discuss ways to manage our emotions and feelings • Identify changes in the human body, such learning to walk, gaining responsibilities etc • Understand the responsibilities of raising and caring for children • Name external body parts, (including externally visible genitals i.e. penis) • Identify household substances that might be harmful and identify ways to store and keep harmful substances • Identify dangers and risks, including fire, water and road safety, use of the internet and strangers • Identify people who care and help us • Learn the difference between appropriate and inappropriate touch • Understand that they have the right to say 'no' to unwanted touch • Know who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe • Discuss a range of feelings and emotions and how to manage these • Identify and discuss ways we are the same and different • Learn how to deal with tension in family relationships with friends and family • Identify ways to work together with our peers and recognise how this contributes to the class and the school

		<ul style="list-style-type: none"> • Discuss ways to care for the immediate environment and the impact this has on the wider environment • Learn ways to manage money • Identify people in our wider community that help us and recognise when and how to get help from the emergency services
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PSHCE underpins the curriculum and is central to the school's ethos of inspiring tomorrow's citizens. In line with the school's Equality policy, the full PSHE curriculum is open and accessible to all pupils

The National Curriculum in England (DfE Sept 2013) states that every school must offer a curriculum which is balanced and broadly based and which:

- "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,"
- "prepares pupils at the school for the opportunities, responsibilities and experiences of later life."
- "instils the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance. "

The PSHE Association scheme is used as a basis for our PSHCE lessons, following the three core areas of: health and wellbeing; relationships; and living in the wider world. In addition, the Social & Emotional Aspects of Learning (SEAL) may be used to support the above scheme. Lessons are generally class based, although assemblies may also be used. Additional resources are used for specific topics including the RSE and drug awareness throughout the school (see below).

Year One & Year Two			
	Autumn	Spring	Summer
Core Themes	Health and Wellbeing	Relationships	Living in the wider World
1	Healthy lifestyles (health and wellbeing/healthy lifestyles inc food, physical activities, sleep, dental health)	Feelings and Emotions (communicating, feelings, empathy)	Rights and Responsibilities (classroom rules)
2	Healthy lifestyles (likes/dislikes, choices)	Feelings and Emotions (behaviour, fair/unfair, right/wrong)	Rights and Responsibilities (rights, responsibilities and needs)
3	Growing and Changing (achievements, strengths, goals and targets)	Healthy Relationships (secrets, surprises, safety)	Rights and Responsibilities (groups, communities, roles)
4	Healthy Lifestyles (feelings, managing feelings)	Valuing Differences (sharing, discussion, views and opinions)	Taking Care of the Environment (looking after the wider world)
5	Growing and Changing (change, loss)	Healthy Relationships (cooperating, resolving arguments)	Money (spending, saving, safety)
6	Healthy Lifestyles (hygiene, cleanliness, germs)	Valuing Differences (people, similarities and differences)	Rights and Responsibilities (everybody, individual, unique, special)
7	Growing and Changing (young to old, independence)	Healthy Relationships (special people, caring)	Rights and Responsibilities (people, similarities and commonalities)

8	Growing and Changing (external body parts)	Healthy Relationships (physical contact, touch, acceptable, unacceptable)	Rights and Responsibilities (community, special people, help, emergencies)
9	Keeping safe (medicines, household products, safety, risk)	Feelings and Emotions (feelings, bodies, hurt, comfortable, teasing and bullying)	
10	Keeping safe (road safety, water, rail, fire, online, rules)	Feelings and Emotions (teasing)	
11	Keeping safe (asking for help)		
12	Keeping safe (privacy, respecting privacy)		

RESPONSIBILITIES

Governors:

- Will ensure that there is an effective and up to date school policy in place, in line with DfE requirements and school ethos
- Will monitor how well the policy is used to plan and deliver the RSE policy

Parents:

- will help their child/ren to have the age appropriate skills to develop friendships, play in small and larger groups and participate in school life
- will work in partnership with school to build on their child/ren's skills so that they enjoy learning, new experiences and are able to make new friendships

Headteacher will ensure that:

- Staff and Parents are informed about our RSE Policy
- The Policy is being implemented
- Parents/Carers are aware that the school recognises the important role and responsibility that parents have as first teachers of RSE
- Parents are comfortable to discuss any concerns they may have about RSE
- Parents/carers are asked to provide further support and assistance when appropriate
- All staff are well trained to recognise signs of neglect, physical, mental, emotional & sexual abuse, including possibility of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and to know how to respond to concerns appropriately and promptly. (SRE guidance Gov Link)

Class teachers will ensure that:

- They plan and deliver engaging and effective lessons so that children achieve the outcomes of the RSE policy

- Take account of this policy and the statutory guidance for RSE when planning and delivering lessons

All school adults will ensure that:

- Their daily interactions with children model and support the values, attitudes and behaviours promoted by the RSE policy
- Any questions and observations raised by the children will be dealt with honestly, with clarity and in an age appropriate way in line with this policy
- They use their discretion and professional judgment in answering questions and will seek guidance, where necessary, from the Headteacher
- They identify which questions need to be addressed later on or on an individual basis rather than in a classroom situation
- Their personal belief and attitudes do not prevent the teaching of RSE in line with this policy

Confidentiality

Staff cannot offer unconditional confidentiality. We are aware that this is a sensitive area of education. Teachers will use their skill and discretion in all situations. Sometimes a child may ask a particularly sensitive question. Teachers will decide in these situations whether it is appropriate to give an answer and whether it should be to the whole class or the individual.

In cases of suspected abuse or disclosures of abuse the procedure described in our Child Protection & Safeguarding Policy will be adhered to. The subject of sexual abuse will not be included in the curriculum, however all staff will be vigilant. If the teacher feels that a child is at risk, they will follow the school's child protection procedures.

Appendix 1

Dfe RSE and Health Education outcomes (2019)

By the end of primary school:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Appendix 2

Stories used to support the teaching of PSHCE

Year 1

- 'Something Else' by Kathryn Cave
- 'Last Tree in the City' by Peter Carnavas
- 'More People to Love Me' by Mo O'Hara
- 'You're Not ugly, duckling!' by Steve Smallman
- 'Made by Raffi' by Craig Pomranz.
- 'Bob and Flo, the missing bucket' by Rebecca Ashdown
- 'Monkey Needs to Listen' by Sue Graves
- 'Eat Your Greens, Goldilocks' by Steve Smallman
- 'Stinky Jack and the Beanstalk' by Steve Smallman
- 'Blow your Nose, Big Bad Wolf' by Steve Smallman
- 'Dogger' by Shirley Hughes
- 'Snow White and the Very Angry Dwarf' by Steve Smallman
- 'The Darkest Dark' by Chris Hadfield.
- 'Keep running, Gingerbread man' by Steve Smallman

Year 2

- 'Get some Rest, Sleeping Beauty' by Steve Smallman
- 'Tom's Sunflower' by Hilary Robinson
- 'Introducing Teddy' by Jessica Walton
- 'Mixed' by Arree Chung
- 'The Squirrels who Squabbled' by Jim Field
- 'Neon Leon' by Jane Clarke and Britta Teckentrup
- 'My green day, 10 things I can do today' by Melanie Walsh
- 'The Hueys in the New Jumper' by Oliver Jeffers