

St Thomas of Canterbury Church of England Infant School

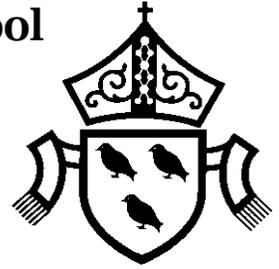
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Relationships and Sex Education Policy

Jesus said 'You are the light of the World' (Matthew 5:14) so we let our little lights shine. It is our responsibility to help each other let our individual lights shine brightly in all that we do and say, always following in Jesus' footsteps to be a beacon of love to all.

Relationships and Sex Education in St Thomas of Canterbury Infant School is to help all children to know and understand that everyone is made in the image and likeness of God (Genesis 2:7) and to enable everyone to live life in all its fulness (John 10:10).

Introduction

This policy specifies what the school means by Relationship and Sex Education; its aims and the framework within which it teaches Relationships and Sex Education (RSE).

Relationships and Sex Education is firmly rooted in the PSHE framework and is one of the criteria of the National Healthy Schools Standard.

At St Thomas of Canterbury Church of England Infant School, Christian values are firmly embedded in our teaching. We seek to raise our children believing and practising important values of love, kindness, respect, forgiveness, friendship, generosity, honesty, trust, sharing, responsibility and togetherness (cf Vision Statement).

Statutory requirements

As a maintained infant school, we must provide Relationships Education to all children as per section 34 of the Children and Social work act 2017. We are not required to provide Sex Education, but we do need to teach the parts of the science national curriculum relating to humans and growth. In teaching RSE: Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At St Thomas of Canterbury Infant School, we teach Relationships Education as set out in this policy with the understanding that children may ask challenging questions which fall outside this area.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010

- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

Definition

Relationship and Sex Education in Infant Schools is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity through Relationships Education. Relationships Education involves a combination of sharing information, and exploring issues and values. It contributes to promoting the spiritual, moral, cultural, mental and physical development of children at school and in society and prepares children for the opportunities, responsibilities and experiences of adult life. It is about understanding the importance of family life, stable and loving relationships, focussing on family and friendships in all contexts, including online, respect, love and care.

Statement of Intent

At St Thomas of Canterbury Infant School, we understand that children must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Relationships Education, which became statutory from September 2020. Primary schools also have the option to decide whether children are taught sex education. As an Infant School, children will not be taught Sex Education at St Thomas of Canterbury Infant School, however if children 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 from other sources which may not be reliable. Relationships Education focusses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based Relationships Education curriculum for all our children. This policy sets out the framework for our Relationships Education curriculum, providing clarity on how it is informed, organised and delivered.

Aims

The aims of Relationships Education at our school are to:

- provide a framework in which sensitive discussions can take place
- help children develop feelings of self-respect, confidence and empathy
- create a positive culture around relationships and families
- teach children the correct vocabulary to describe themselves and their bodies
- support children through their physical, emotional and moral development
- develop skills and understanding to enable children to make healthy, responsible choices about their well being
- help children to be able to deal with their own feelings within their relationships with other people, especially within the family
- be developmental and for Relationships Education to be appropriate to the age and stage of the child - common starting levels cannot be assumed
- encourage awareness, respect and responsibility for oneself and others
- communicate the value of family life, marriage and stable and loving relationships for the nurture of children
- support the safeguarding of all children

Implementation

Curriculum

Our curriculum for Reception, Year 1 and Year 2 is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. If children 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.

Every primary school is required to deliver statutory Relationships Education. The delivery of the Relationships Education will be delivered as part of the school's PSHE curriculum. The Relationships Education curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance and in conjunction with planning and documentation from the PSHE Association.

The Relationships Education curriculum takes into account the views of teachers, children and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community. Our Relationships Education curriculum is informed by issues in the school and wider community to ensure it is tailored to the children's needs.

Curriculum Content

The overviews for curriculum content have been drawn from documentation from the PSHE Association and Goodness & Mercy (a selection of RSHE resources written primarily for Church of England schools).

Within RSE, by the end of Key Stage One all children will have had covered:

POSITIVE RELATIONSHIPS

- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

GROWING AND CHANGING

- to know about the process of growing from young to old and how people's needs change
- to know about growing and changing and new opportunities and responsibilities that increasing independence may bring

SIMILARITIES AND DIFFERENCES

- to know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- to recognise ways in which they are all unique; understand that there has never been and will never be another 'them'
- to recognise ways in which we are the same as all other people; what we have in common with everyone else
- to identify and respect the differences and similarities between people

KEEPING SAFE

- to know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

- to know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- to know and understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- to know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

Emphasis is put upon birth, new life and growth. Children are encouraged to question, whilst a reverence and respect for life is fostered through Religious Education.

At St. Thomas of Canterbury Infant School, we cover the KS1 science national requirements for 'animals including humans'. This covers identifying main body parts and life cycles.

Organisation and delivery

The school has organised a curriculum that is age-appropriate for children within each year group, based on the views of teachers, parents and children. The Relationships Education curriculum will be planned and delivered by the relevant year groups. Teachers will use a range of teaching methods to suit the topic and their children. It will also be delivered as the need arises to support children's natural curiosity.

Relationships Education will continue to be taught within the PSHE curriculum. Each teacher answers the questions as they arise - sometimes with an individual child, a group or a whole class. The children are given as much information as the teacher feels is needed at that moment, taking account of the age of the children and how much they will understand.

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).

The Early Years Foundation Stage

PSED is a prime area of learning and is at the core of many activities taught and delivered within the EYFS curriculum. The focus of learning is on the three areas: 'Self Regulation', 'Managing Self' and 'Building Relationships'. PSED activities are planned for each day in the EYFS and are regularly assessed and monitored.

Policy Development and Consultation

At St Thomas of Canterbury Infant School we understand the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

As a school we work closely with parents by establishing open communication. We consult with parents, children, governors and staff in the following ways:

- questionnaires and surveys
- meetings
- training sessions
- newsletters and the school website
- staff availability

Any parent, teacher or child wishing to provide feedback about the curriculum can do so at any time during the academic year.

Roles and responsibilities

Governors

The governing body will approve the Relationships and Sex Education policy, and hold the headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school as part of the PSHE.

PSHE Lead

The Lead for PSHE is responsible for ensuring that the school and staff are up to date with subject knowledge to be able to deliver all aspects of the RSE: Relationships Education within the Relationships and Sex Education Policy. The PSHE Lead is also responsible for monitoring the impact of learning, updating the policy, schemes of work and assessment materials.

Staff

Staff are responsible for:

- delivering Relationships Education in a sensitive way
- modelling positive attitudes to relationships and health
- monitoring progress
- responding to the needs of individual children

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching areas within this curriculum are encouraged to discuss this with the PSHE Lead and/or headteacher. All staff must be aware of the staff responsible for leading Relationships Education.

Children

Children are expected to engage fully in Relationships Education and, when discussing issues related to relationships, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education. Parents do have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE. As this aspect is not taught at St Thomas of Canterbury Infant School, there is no part of the school's curriculum which parents have the right to withdraw their children. However, the school and its governors recognise that there may remain sensitivities. Therefore, parents who are unhappy about aspects of the delivery

and/or content of Relationships Education within the curriculum have the right to discuss this with the headteacher.

Training

Staff are trained on the delivery of Relationships Education and it is included in our continuing professional development calendar. The PSHE Lead attends update training with the PSHE Association and the school has full membership The PSHE Association.

Monitoring arrangements

The delivery of RSE: Relationships Education is monitored by the PSHE Lead and Headteacher through:

- planning
- work scrutinies
- assessments
- learning walks
- children's voice
- staff questionnaires

Children's development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

Assessment within Relationships Education

Teachers assess the children's work in Relationships Education as they do for the whole PSHE curriculum both by making informal judgements, as they observe them during lessons, and through formal assessments of the work produced, gauging it against the specific learning outcomes in the PSHE Association's programme of study. We have clear expectations of what the children will know, understand and be able to do at the end of each Key Stage. Assessments allow us to identify where the children are at before, during and after the learning and allows us to gauge the next steps required for our children. Assessments may take the form of many styles and do not rely on recorded work solely. Reports are sent home at the end of the school year detailing the children's progress in all areas and progress in PSHE is reported on.

Reviewed: May 2021

Date of Review: May 2022 as first full academic year of implementation

This policy should be read in conjunction with:

The Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

Valuing all God's Children https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Personal, Social and Emotional Development and the EYFS

PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:

<u>Self Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
<p>Children will shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Children will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children will give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Children will explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Children will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Children will work and play co-operatively and take turns with others.</p> <p>Children will form positive attachment to adults and friendships with peers.</p> <p>Children show sensitivity to their own and to others' needs.</p>

Within the Early Years Foundation Stage (EYFS) PSHE is taught throughout the year covering a range of areas including self-regulation and building relationships. At St Thomas of Canterbury Infant School we understand the importance of learning through real life experiences so that the learning is meaningful for each and every child in the school. Teachers throughout the school challenge and encourage children to explore new situations in a safe and supporting environment. Through this technique teachers in the EYFS help children to build constructive and respectful relationships, express their feelings and consider the feelings of others and to identify and moderate their own feelings socially and emotionally. All of these are put in place to allow the children to understand their own needs and to empathise with others in a given situation.



PSHE Overview for KS1

	Autumn:			Spring:			Summer:		
	Relationships			Health and Wellbeing		Living in the wider world	Living in the wider world		Health and Wellbeing
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work	Growing and changing
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Recognising what makes them unique and special; feelings; managing when things go wrong
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Safety in different environments; risk and at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Growing older; naming body parts; moving class or year

(Adapted from PSHE Association Programme Builder)

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	<p>Families and friendships</p> <p>Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different • about the importance of telling someone — and how to tell them — if they are worried about something in their family
	<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
	<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns

Spring — Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
	<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
Spring — Living in the wider world	<p>Belonging to a community</p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling

Summer — Living in the wider world	<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
Summer — Health and wellbeing	<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Spring — Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18,</p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	<p>Keeping safe</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
Spring — Living in the wider world	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community

Summer — Living in the wider world	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants
Summer — Health and wellbeing	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year