



Inspiring **Excellence,**
Inspiring **Partnerships,**
Inspiring **Individuality,**
Inspiring **Futures.**



RSE Policy

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RSE Policy

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Purpose

The purpose of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an Infant School, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). Whilst we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum. Girnhill Infant School has chosen to follow all elements of the National Curriculum and include coverage of the key science elements, which contribute towards RSE.

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

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – an RSE working group collated all relevant information including relevant national and local guidance. The working group used published information from DFE, PSHE Association and The Key.
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

Definitions

We define RSE as follows:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum plan is set out, but we may need to adapt it as and when necessary. The school SOW ensures PSHE and RSE coverage within each year group.

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 so pupils are fully informed and don't seek answers online.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1

The RSE 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. The RSE SOW promotes that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The local governing body

The local governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher 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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. A ground rules contract exclusive to RSE lessons is devised by each class and agreed by pupils prior to RSE delivery.

Parents

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training and Monitoring

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

The delivery of RSE is monitored by the SLT, the Headteacher and PSHE Leader. The following monitoring will take place in a school year

- planning monitoring / work scrutiny
- pupil discussion
- observation
- work scrutiny

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by headteacher in consultation with staff, pupils, parents and the local governing body.

Appendix 1: Curriculum Overview PSHE/RE

Nursery					
Aut 1 – Me and My Relationship	Aut 2 – Valuing Differences	Spr 1 – Growing and changing	Spr 2 – Being my best	Sum 1 – Keeping Safe	Sum 2 – Rights and Respect
<ul style="list-style-type: none"> • Marvellous me! • I'm special • People who are special to me 	<ul style="list-style-type: none"> • Me and my friends • Friends and family • Including everyone 	<ul style="list-style-type: none"> • Growing and changing in nature • When I was a baby • Girls, boys and families 	<ul style="list-style-type: none"> • What does my body need? • I can keep trying • I can do it! 	<ul style="list-style-type: none"> • People who help me and keep me safe • Safety Indoors and Outdoors • What's safe to go into my body 	<ul style="list-style-type: none"> • Looking after myself • Looking after others • Looking after my environment

Reception					
Aut 1 – Me and My Relationship	Aut 2 – Valuing Differences	Spr 1 – Growing and changing	Spr 2 – Being my best	Sum 1 – Keeping Safe	Sum 2 – Rights and Respect
<ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings • My feelings (2) 	<ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend 	<ul style="list-style-type: none"> • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys 	<ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep 	<ul style="list-style-type: none"> • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe 	<ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe

KS1	Aut 1 – Me and My Relationships	Aut 2 – Valuing Difference	Spr 1 – Growing and changing	Spr 2 – Being my best	Sum 1 – Keeping safe	Sum 2 – Rights and respect
Cycle A	<ul style="list-style-type: none"> Why we have classroom rules Thinking about feelings Good friends Our Ideal Classroom – Lesson 1 and 2 How are you feeling today Let's all be happy 	<ul style="list-style-type: none"> Same or different Unkind, tease or bully It's not fair What makes us who we are? How do we make other feel? An act of kindness 	<ul style="list-style-type: none"> Inside my wonderful body Taking care of a baby Surprises and secrets A helping hand Respecting privacy My body your body 	<ul style="list-style-type: none"> I can eat a rainbow Eat well Harold learns to ride his bike You can do it Harold's postcard – helping us to keep clean and healthy My body needs ... 	<ul style="list-style-type: none"> Super sleep Who can help? Good or bad touches Sharing pictures Harold's picnic How safe would you feel? Fun or not? 	<ul style="list-style-type: none"> Harold has a bad day Around and about the school Getting on with others Harold saves for something special
Cycle B	<ul style="list-style-type: none"> Our feelings Feelings and bodies Our special people balloons How are you listening Bullying or teasing? Don't do that Types of bullying 	<ul style="list-style-type: none"> Harold's school rules Who are our special people? My special people When someone is feeling left out Solve the problem 	<ul style="list-style-type: none"> Then and now Who can help? Keeping private Sam moves away Basic First Aid Haven't you grown? 	<ul style="list-style-type: none"> Harold has had a bad day Pass on the praise Catch it bin it kill it Harold's bathroom My day What does my body do? 	<ul style="list-style-type: none"> Harold loses Jeffrey What could Harold do? What should Harold say? I don't like that Should I tell? Some secrets should never be kept 	<ul style="list-style-type: none"> Taking care of something Harold's money How should we look after our money? When I feel like erupting How can we look after our environment?

	<ul style="list-style-type: none">• Being a good friend					<ul style="list-style-type: none">• Harold goes camping
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Appendix 2:



Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Head teacher signature	

