



Relationships and Sex Education (RSE) Policy

Subject Leader: Mrs J Rushworth

At Barnes Infant Academy we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health (RSE) curriculum for all of our pupils. This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered.

Statutory Requirements:

As an Infant Academy School we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Barnes Infant Academy policy is in line with current regulations from the Department of Education (DfE) on Relationships and Sex Education and Health Education (February 2019). Relationships Education and Health Education are taught at this school through the delivery of our PSHE curriculum.

Definitions

For the purposes of this policy “Relationships and Sex Education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy “Health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Intent

We aim to develop children who are happy, healthy and safe. We want our children to be confident individuals who have a good understanding of positive, healthy relationships.

Positive relationships are key to what we do within our Infant school and we want relationships between staff and children, children and children and the school and our community to be strong. We also want to empower our children to recognise and know what to do if they do not feel safe or if something has happened that they are not comfortable with.

Relationships Education is essential in supporting children when developing values, attitudes and personal and social skills to support them in all aspects of school life. They also provide the firm foundations to support our children in their future.

It is important that children are provided with the opportunity to talk openly about emotions and to develop the confidence and vocabulary whilst doing so. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing “healthy literacy” is vital for children to stay safe and seek help if they feel at risk of being harmed.

We aim to develop children's understanding of relationships and family life within a safe, comfortable atmosphere where relationships between teachers and pupils are strong.

This area of learning makes an essential and significant contribution to safeguarding children and young people during their school age years and into the future. (DFE 2000)

Aims of Relationships Education:

- To assist each child to develop his/her full potential as a whole person, both as an individual and as a happy, secure member of a challenging society.
- To support children when developing an understanding of healthy, respectful relationships with family, friends and other peers and adults.
- To develop children's understanding of the importance of equality and respect. Helping children to understand that people may have different views, opinions and experiences.
- To help pupils to develop feelings of self-respect, confidence and empathy.
- To understand how to stay safe online.

Implementation

Relationships and Sex Education is delivered as part of the schools PSHE curriculum. This curriculum area also has cross curricular links with other subjects, particularly Physical Education, Science and Information Technology.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs.

Jigsaw covers all areas of PSHE, including Relationships and Health Education. There is a learning theme for each half term (as outlined in appendix 1) and each theme is taught across the school at the same time; the learning deepens and broadens every year.

At Barnes Infant Academy PSHE is delivered weekly through Jigsaw sessions but is also incorporated into all aspects of school life and embedded in all curriculum areas. It is also reinforced in many ways through:

- Assemblies,
- Praise and reward system,
- Learning Charter,
- Barnes Values,
- Commando Joe sessions
- Relationships - child to child, adult to child and adult to adult across the school
- Our School Council and Barnes Buddies

We aim to `live` what is learnt and apply it in everyday situations in the school community.

Class teachers deliver the weekly sessions to their own classes.

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

With reference to sex education we believe and support the following educational aims:

- Children are taught that their body belongs to them.
- Children learn how to respect boundaries – their own and other perspectives.
- Children need to learn the correct biological/medical names for the genitalia when identifying the main differences between boys and girls. Having the right language to describe the private parts of their body and knowing how to seek help and guidance is vital for safeguarding children (PSHE Association 2000).

Healthy Living within PSHE incorporates:

- Mental Wellbeing (See Mental health Policy for further information)
- Internet safety and harms
- Physical fitness
- Healthy Eating
- Health and Prevention
- Basic First Aid – what to do in the event of an accident or how to get help

Aims of Health Education:

- To develop children's understanding of healthy eating.
- To help children to recognise other factors that contribute to healthy living – exercise, sleep, hygiene
- To begin to understand basic first aid
- To support and develop children's understanding of a range of emotions and support children when developing the skills to articulate how they are feeling

During our sessions we explore mindfulness and as part of our Jigsaw sessions. We support children when exploring and naming feelings and when developing self-regulation skills through modelling, co-regulating and the use of resources and visual prompts. This is supported through the use of the zones of regulation which is displayed in each classroom and used as a reference to support children when recognising, naming and regulating

Enrichment

We aim to offer extra curricular activities to our children to promote the development of relationships, physical health and mental well being. These may include:

Singing club, reading club, games club, Commando Joes club

Events to raise awareness e.g. Anti Bullying Week, Online Safety Week, Place2Be Children's Mental Health Week may be supported as well as charitable events such as Children in Need and McMillan Cancer Support Coffee Mornings.

We also have a Family Liaison Officer working in school daily supporting children and families.

At Barnes Infant Academy we ensure that the planning and teaching of RSE is:

- Appropriate to the age and stage of development of the children
- Recognises and is sensitive to faith and cultural perspectives
- Promotes equality, inclusion and acceptance of diversity
- Encourages strong and stable relationships
- Provides children and young people with a clear sense of rights and responsibilities.

Teaching strategies to support delivery of RSE:

- Establishing ground rules with the children to help create a safe environment where everyone feels comfortable sharing their thoughts/ideas/experiences.
- Distancing techniques – where role play/puppets are used to discuss or address sensitive issues and develop decision making.
- Participatory techniques – active work that may involve group or paired work, role play, working with visitors.
- Circle time or Key worker group discussions – time for children to listen and discuss
- Reflection – encouraging children to consolidate what they have learnt and form new understanding, skills and attitude.

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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Impact

The impact of RSE is to ensure children not only acquire the appropriate age related knowledge linked to this area of the curriculum, but also develop the skills, confidence and competence which enable children to progress from their personal starting points.

We continuously assess the implementation of our RSE curriculum in order to achieve the highest possible outcomes for all of our children.

We provide the support that is necessary for all children to have a good understanding and awareness of their own feelings and actions and help children to understand healthy relationships.

Through our RSE curriculum we believe that we can enhance children's education and help them to become confident individuals who have developed self-awareness, positive self-esteem and an in-depth knowledge of how to keep themselves safe and healthy.

Teacher wellbeing

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.

It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.

Leaders will engage teachers in considering their own needs in advance. It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions

Assessment

Assessment is on-going and this not only informs subsequent weekly planning but is evidence to support end of unit assessments, annual reports and end of Key Stage assessment within EYFS.

Children are assessed in relation to their values, attitudes and personal and social skills within the PSHE assessment.

Progression

Expectations within the school curriculum and the use of supporting materials linked to PSHE through Jigsaw ensures that there is clear progression between each year group.

Barnes Infant Academy has a duty to ensure that children with Special Education Needs are included in RSE. This will be appropriate to the stage of development of the individual and will take into consideration any additional needs. Some children may benefit from further support and targeted sessions to address specific aspects of RSE and PSHE.

Role of parents:

We understand that the primary role for children's relationship education lies with parents and carers. They have the most significant influence and it is paramount we work in partnership to ensure that key messages about safety are shared and reinforced. We aim to develop positive and supporting relationships with parents through mutual understanding, trust and cooperation. To achieve this we:

- Inform parents about the schools policy and practice.
- Answer any questions parents may have.
- Take seriously any issues parents raise with the teachers/governors about this policy or arrangement of RSE in school.

Roles and responsibilities:**Governing body:**

- Will approve RSE policy and hold the headteacher to account for the implementation
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective evaluation.

Headteacher:

- 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.

RSE Lead:

- Oversee the delivery of the subject
- Ensure the subject is age appropriate and of high quality
- Ensure teachers are provided with adequate resources to support teaching of the subjects.
- Ensure the school meets its statutory requirements in relation to RSE
- Ensure RSE is inclusive and accessible for all pupils.
- Work with other subject leaders to ensure the RSE curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitor and evaluate the effectiveness of the subjects and providing reports to the headteacher

Staff:

- Deliver high quality, age appropriate RSE in line with statutory requirements
- Answer pupils questions factually in terms which are age appropriate
- Be open and honest
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Model positive attitudes to RSE
- Monitor progress
- Respond to the needs of individual pupils
- Respond to any safeguarding concerns in line with the Child Protection Policy and the Safeguarding Policy.

Pupils are expected to:

Engage fully in RSE and treat others with respect and sensitivity.

The role of the members of the community:

The school actively cooperates with other agencies e.g professionals working within the local community, faith and cultural leaders, parents and carers of the local community. Visitors who support the school will be informed of the values held within the policy.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development. Staff attend training opportunities when appropriate and have annual safeguarding training. Any member of staff who has attended CPD training will share their expertise and information with all relevant staff.

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

Confidentiality:

Staff have a very good understanding of the pupils within their care. Sessions, questioning and discussions are sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Children should be encouraged not to use `slang` or `family` names and terms. The adult should always use correct terminology.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with, or because it goes beyond the scope of the school sex education policy/age/stage of development of the pupils, the teacher must either decide to:

- Explain why they are only answering questions on a specific topic.
- Leave those questions to the end and invite the children who have not had their questions answered to discuss them at the end of the session.

In either case the most appropriate action may be for the teacher to suggest that the child ask his/her parents.

If a teacher is concerned that a pupil is at risk, they should follow the schools child protection and safeguarding procedures.

Other policies that support RSE:

- Anti Bullying Policy
- Promoting Behaviour Policy
- Safeguarding Children
- ICT Policy
- PHSE and Citizenship

- Equality and Diversity
- SEND Policy
- Mental Health and Well Being Policy

Legal Framework:

This policy has been developed with 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
- KCSIE 2024
- 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 stage 1'
- DfE Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020 <https://www.gov.uk/guidance/plan-your-relationships-sex-and-healthcurriculum#creating-a-policy-for-the-new-curriculum>

Monitoring arrangements

The delivery of RSE is monitored by Mrs J Rushworth through:

Learning walks, monitoring of evidence, pupil voice, staff discussions and reflections, evidence of learning and planning scrutinies.

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

Policy Revised: October 2024

Reviewed: Annually

At every review, the policy will be approved by the academy trust board.

Appendix 1:

Overview of Jigsaw Themes

Term	Theme	Focus
Autumn 1	Being In My World	This is about understanding routines and rules at the start of the school year. During this theme we also explore rights, responsibilities, rewards and consequences.
Autumn 2	Celebrating Difference	This is about celebrating who we are as individuals. It is about recognising that we have similarities and differences and about valuing the differences in ourselves and others.
Spring 1	Dreams and Goals	This is about setting ourselves goals and trying our very best to achieve those goals. It encourages the children to work collaboratively and to recognise that sometimes they will face challenges but it is about how we deal with such challenges. It also explores how we feel when we do achieve our goals.
Spring 2	Healthy Me	This helps the children to understand how healthy eating contributes to healthy living but also all of the other factors that contribute to this including sleep, keeping clean, appropriate use of medicines. This theme also reinforces stranger danger when helping children to stay healthy and safe.
Summer 1	Relationships	This explores friendship and relationships. It encourages the children to identify the values of a good friend and relationships and helps the children to solve problems together. It also helps the children to consider how they can help themselves and others feel better if they are hurt or upset.
Summer 2	Changing Me	This theme helps the children to understand changes in the world and in themselves. The children explore how they have grown and changed. This also helps the children to prepare for change when moving to the next year group.

During the theme of Changing Me, the children in Years 1 and 2 explore how boys are different to girls. During this the children will be introduced to the correct terminology for body parts. These are introduced early to normalise this vocabulary and to support safeguarding. Whilst introducing the names we will be reinforcing the PANTS rules (NSPCC initiative) where children are reminded that such body parts are private.