

Fairisle Infant and Nursery School



Relationships and sex education policy

Approved by: The
Governing Body

astaplews

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Last reviewed on:

8/7/20

Next review due by:

July 2022

Article 24 of the UN Convention of the Rights of a child states that,
“Every child has the right to the best possible health. Governments must education on health and wellbeing so that children can stay healthy.”

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary 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 Fairisle Infant and Nursery School we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, personal identity and teaching the children about the correct names to describe their body parts. (as covered in the science curriculum)

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Our RSE curriculum takes 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 they are fully informed.

5. Delivery of RSE

As a rights respecting school we teach RSE through reference to the UN Convention of the rights of a child. 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 block and characteristic 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.

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).

6. Roles and responsibilities

6.1 The governing board

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

6.2 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-science components of RSE.

6.3 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-science components of RSE

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 headteacher or RSE/PSHE Leader. Where possible the class teacher should teach RSE lessons and amendments to the timetable should be taken into consideration in order to facilitate this. Staff will refer to the Safeguarding Policies should they have any concerns about individual children that arise during RSE lessons.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, which will be fostered through our school's rights respecting ethos.

7. Parents' right to withdraw

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

Parents' have the right to withdraw their children from the 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 RSE.

8. Training

RSE is 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.

9. Monitoring arrangements

The delivery of RSE is monitored by RSE/PSHE Leader through:

Planning scrutiny, work scrutiny, pupil conferencing and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems at the end of each unit of work and twice yearly to the RSE/PHSE Leader.

This policy will be reviewed by RSE/PSHE Leader every three years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

PSHE and Relationships and sex education curriculum map

Year 1 Autumn 1 Planning

RSE/ PSHE- Friendships

Learning Question	Learning Intention	Impact
Can you identify and talk about a range of feelings?	Children will discuss a range of feelings and their effect on our bodies.	They can identify comfortable and uncomfortable feelings and how to recognise them in others as well as themselves.
Can you identify what kind and unkind and fair and unfair means?	Children will look at the story of the 'Selfish Crocodile' and discuss fair, unfair, kind and unkind.	They know what fair and unfair is and recognise how this links to rights.
Can you say how feelings can effect bodies and minds?	Children will discuss times that their feelings have been hurt and what they can do to make themselves/ others feel better.	They know their actions can impact on other people's feelings. They know who to turn to if their feelings are hurt.
Can you identify ways to be a good listener?	Children will discuss what makes a good listener. Demonstrate good listening skills in small groups.	They know how to be a good listener and why listening is important and how this links to being a good friend.
Can you describe the difference between teasing and bullying?	Children will discuss and decide the differences between teasing and bullying, using a variety of video clips and scenarios.	They will know how to tell the difference between bullying and teasing and what to do in a case of bullying.
Can you describe what makes a good friend?	Children will describe qualities that they think a friend should have.	They know how to be a good friend and recognise these qualities in other people.

Year 1 Autumn 2 Planning

RSE/ PSHE – Celebrating differences

Learning Question	Learning Intention	Impact
Can you identify similarities and differences between people's appearances?	Children will find visible differences between themselves and a peer.	They know that people look different and that this is normal.
Can you identify similarities and differences between people's likes and dislikes?	Children will ask questions to ascertain how their likes and dislikes compare to other people.	They know that people like different things and that is their right.

Can you discuss why it is important not to make assumptions based on appearances?	Children will take part in a practical activity to show how making assumptions based on appearances can be the wrong thing to do.	They will begin to understand that they should not judge people based on their appearances.
Can you begin to understand that everyone is different?	Through a story children will see how people feel when they find things that they have in common with others.	They know that everyone has the same rights regardless of how they look and their beliefs.
Can you identify what makes you unique?	Children through discussion will identify things about themselves that makes them special and things that they are good at.	They will identify what makes them special and how remembering these things leads to positive self-image.
Can you set yourself goals?	Children will choose something to improve and set themselves small steps to achieve this adopting a 'Growth Mindset'.	They will know how to set manageable targets based on their strengths and weaknesses and how to have a 'Growth Mindset'.

Year 1 Spring 1 Planning

RSE/ PSHE – Medicines

Learning Question	Learning Intention	Impact
Can you discuss ways to stay healthy?	Through circle time children discuss foods which are healthy and unhealthy and why.	They will know why certain food choices are healthy and others should be eaten in moderation.
Can you say why and how to take common medicines?	Children discuss through role play what has happened when they have felt unwell in the past and been given medicines.	They will understand the feelings that come with feeling unwell and the purpose of adults administering them some common medicines.
Can you discuss how some medicines are taken to stop illness occurring?	Children will discuss through a story how some medicines need to be taken daily by some people and some medicines are a preventative.	They will understand that some medicines are preventative and may need to be taken daily and not just when the patient is feeling unwell.
Can you discuss rules for taking medicines safely?	Children will come up with clear rules for the use of medicines and discuss what action to take should they come across some medicines in an unexpected place.	They will understand that medicines should only be given when needed and unnecessary medicines can do harm and they will know what to do if they come across some medicines.
Can you identify people who should give medicines?	Children use photos to discuss who they should trust to administer certain types of medicines.	They will begin to understand that different people can administer different types of medicines.

Year 1 Spring 2 Planning

RSE/ PSHE – Money Matters

Learning Question	Learning Intention	Impact
Can you identify where money comes from and why we need it?	Children will discuss different sources and formats of money and different uses.	They will know a variety of different sources of money and uses of money and that money has to earn.
Can you discuss ways to keep money safe?	Children will discuss the importance of keeping money safe and suitable places for keeping money safe.	They will know the importance of keeping money safe and a variety of ways to keep it safe.
Can you identify the difference between 'needs' and 'wants'?	Children will discuss how certain things are necessary to survive and other things are merely 'wants'.	They will be able to distinguish between things that are a necessity and things that desirable but not essential.
Can you make decisions about spending based on 'needs' and 'wants'?	Children will work in small groups to make decisions about a small budget and whether the items they purchase are 'needs' or 'wants'.	They will begin to plan a budget in simple terms to help them empathise with their parents'
Can you discuss ways to save and the purpose of saving money?	Children will discuss how people afford larger items and how to save money.	They will begin to understand why it is important to save for larger items and how they can do so.
Can you discuss the benefits of saving?	Children will discuss the benefits of using banks and building societies for savings.	They will begin to understand that some places are better to save in than others as they can help their money grow.

Year 1 Summer 1 Planning

RSE/ PSHE – Staying safe/ secrets

Learning Question	Learning Intention	Impact
Can you identify ways to stay safe in the sun?	Through a song and video clip the children will understand the importance of sun safety and practical ways to stay safe.	They will know the importance of sun safety and a variety of ways to stay safe in the sun.

Can you identify ways to stay safe online?	Through discussion and stories children will apply the school policy 'lock it, block it, show it, tell it' to report any problems to a trusted adult.	They will know how to stay safe online and what to do if something goes wrong.
Can you say ways to stay safe around people?	Through the 'clever never goes' materials children will discuss scenarios that	They will know the 'clever never goes' rules to assess whether a person is safe or not to go with.
Can you explain the difference between a secret and a surprise?	Children will discuss times when they have kept a surprise for somebody and how this is different to being asked to keep a secret.	They will understand the difference between a secret and a surprise and what to do if they are asked to keep a secret for an adult.
Can you explain the difference between a good and bad touch?	Children will discuss ways to greet different people in their lives and will learn the 'underwear' rule.	They will know the 'underwear' rule and who to tell if they feel uncomfortable.

Year 1 Summer 2 Planning
RSE/PSHE – Dental Health

Learning Question	Learning Intention	Impact
Can you discuss why it is important to look after your teeth?	Children discuss their experiences losing their teeth through a story and why it happens.	They know the uses of teeth and that they must look after them as they will only get one set of adult teeth.
Can you say what harms teeth?	Children sort pictures of food and drink which is healthy and unhealthy for teeth and make a poster.	They know which food and drinks are healthy for teeth and why and which ones to avoid.
Can you say how to look after teeth?	Using a selection of videos and hands on experiences the children discuss ways to look after their teeth and write a set of instructions.	They will know the most effective way to look after their teeth and why it is important.
Can you discuss what happens at the dentist and why it is important to visit?	Through roleplay the children will explore their experiences of the dentist and their associated feelings. They will discuss why and when we visit the dentist.	They will understand the role of the dentist and the importance of regular visits.

Year 2 Autumn 1 Planning

RSE/ PSHE- Friendships/feelings

Learning Question	Learning Intention	Impact
Can you identify feelings and how to be sensitive to other people's feelings?	Children use a board game to discuss a range of feelings and how to deal with these.	They can name feelings and suggest strategies to cope with them for themselves and others.
Can you identify things that affect your behaviour and how to manage this?	Children will look at scenarios to discuss how these can affect their behaviour and how to manage this.	They know that their behaviour can be affected by other people and appropriate ways to respond to this.
Can you identify similarities between physical and emotional hurt?	Children will listen to a story about how emotional pain can affect us physically and how to deal with it.	They will understand the physical impact of emotional pain on their body and suggest ways to cope.
Can you understand the importance of listening to others and being cooperative?	Children will watch a video clip and discuss what cooperation means and how to listen well and be part of a team.	They understand why and how to be cooperative and how to be a good listener.
Can you identify bullying and how to deal with it?	Through discussion and simple scenarios children will identify bullying, it's causes and how to deal with it.	They will know how to identify bullying and how to report it.
Can you describe fairness and how it affects us?	Children will listen to a story as a way to debate fairness. They will discuss how kindness or right and wrong are linked to this.	They will know how the importance of fairness and right and wrong and ways to encourage these attributes.

Year 2 Autumn 2 Planning

RSE/ PSHE- Celebrating similarities and differences

Learning Question	Learning Intention	Impact
Can you identify similarities and difference between you and others?	Children use discussion to compare their appearance and likes and dislikes to another member of the class.	They know that they are different and have different likes and dislikes to their peers.
Can you identify what makes you unique?	Children closely at themselves and identify their	They know what their strengths are and what makes them 'them' and that they should be proud

Can you begin to understand that differences are good?	unique qualities. They present these in a poem. Children discuss how our differences make us special and our similarities can bring us together as part of a diverse community.	of these things. They know that everyone has the same rights regardless of their views, race, sex etc and that these should be celebrated as part of a multicultural and diverse society.
Can you discuss differences in families?	Children discuss a range of different families and how they may look different but provide the same stability.	They will know that families come in different shapes and sizes and that each family has an equal status in society.
Can you discuss tolerance?	Through a story children discuss how they can be tolerant of other people's views and make suggestions of how we can show we are tolerant.	They will know that although they do not need to agree with other's views they should respect other's rights to think and believe what they want to.

Year 2 Spring 1 Planning
RSE/ PSHE- Staying safe

Learning Question	Learning Intention	Impact
Can you discuss how safe feels and how to keep safe?	Children discuss all the ways that they can keep safe in school and at home and how it feels.	They know basic rules for staying safe and who to approach if they do not feel safe. They know that they have the right to be safe.
Can you identify unsafe situations around the house?	Children look at different hazards around the home and discuss why these situations are unsafe.	They know how to identify unsafe situations and what to do if they encounter a similar situation.
Can you discuss staying safe online?	Through a story the children will explore how to spot potential safety problems when online and how to deal with them.	They know how to stay safe online and feel confident seeking support with this.
Can you identify some hazardous substances?	Children will discuss whether a range of substance such as bleach and other substances are harmful and why.	They will know what household items to avoid and will recognise some basic hazard symbols.
Can you follow safety instructions?	Children follow instructions for fire evacuation safely and write instructions for crossing the road safely.	They know the importance of following rules when it comes to staying safe.

Year 2 Spring 2 Planning
RSE/PSHE- Healthy body and mind

Learning Question	Learning Intention	Impact
Can you name ways to stay healthy?	Children will discuss some of the ways they already know to stay healthy.	They will be equipped with the knowledge to make healthy choices about food, exercise and getting quality sleep.
Can you discuss rules for good personal hygiene?	Children will discuss the importance for good personal hygiene and suggest ways to maintain these.	They will know why personal hygiene is important and ways to maintain this.
Can you explain what mental health is?	Children will watch a short video explaining what mental health is and discuss in small groups their experiences of any similar feelings.	They will understand that mental health is just as important as physical health and that it is normal to feel all different emotions.
Can you suggest ways to improve mental health?	Children look at some scenarios of children who are experiencing negative feelings and suggest ways to make them feel more positive.	They know some ways to help themselves and others overcome negative feelings.
Can you identify ways to improve your self-esteem?	Children discuss self-esteem and how this impacts mental health. They will fill out a journal of things that went well that week.	They will know that identifying focussing on positive achievements every day will improve their self-esteem.

Year 2 Summer 2 Planning
RSE/PSHE- Growing up

Learning Question	Learning Intention	Impact
Can you name the main parts of boys' and girls' bodies?	Children will discuss how male and female bodies are different and learn the scientific names for the external genitalia.	They will know scientifically correct names for body parts and know some differences between males and females.
Can you say how to respect your own and other people's bodies?	Children will discuss which parts of their body should be kept private and how to judge what physical contact is acceptable.	They will know the difference between an appropriate and inappropriate touch and who to tell if they feel uncomfortable.
Can you describe how you have changed since	Children will identify how their needs have changed	They will know the physical changes and the

you were a baby?	since they were a baby in terms of eating, sleeping, dressing and playing.	changes in how they have become more independent since being a baby.
Can you describe how you will change as you get older?	Children will discuss new challenges and activities that they will experience and thinking to their future career choices.	They will know that their life will change again as they get older and how it is an exciting time for them.
Can you describe how change might make you feel?	Children will discuss changes with specific reference to transition and will discuss ways to cope with change and any worry that may come with it.	They will know that change is normal and will be equipped with some coping strategies for change and loss.

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	

