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**Personal, Social, Health and Citizenship Education Policy**

Fairfield Infant and Nursery School

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Reviewed By	Sarah Humpleby
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Job Role	Acting Headteacher
Next Review Date	March 2026

The policy will be reviewed annually as a minimum, unless lessons learnt or new legislation, national or local guidance suggests the need for an earlier date of review.

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

## **Introduction**

“All schools must have an up to date RSE policy which is made available for inspection and to parents.

The policy must provide information about:

- Curriculum content
- How relationship and sex education is provided and who is responsible for providing it;
- How the policy is kept under review
- How the content will be accessible for all
- The right to withdraw
- How often the policy is updated
- Who approves the policy

Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships. It starts to explain what a relationship is, respect for others, healthy friendships and how these develop. Through RSE, we can help prevent abuse and protect children, by teaching the knowledge they need to be safe and report abuse.

Fairfield Infant and Nursery School is an average sized school on the outskirts of Buxton. Nearly all pupils come from the local area and are from White British backgrounds. A higher than average number of pupils are eligible to claim free school meals. The percentage of pupils who have special educational needs or disabilities is higher than that found in most schools.

## **Moral and Values Framework**

Relationship and sex education will reflect the values of the PSHE programme. RSE will be taught in the context of relationships. In addition RSE will promote self-esteem and emotional health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## **Aims and Objectives for Relationship and Sex Education**

The aim of RSE is to provide children with age appropriate information, to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration

of the qualities of relationships within any family for example: single parents, LGBTQ, adopted and foster families.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others (link to British values);
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

### **The teaching programme for Relationship and Sex Education Legal requirements**

Maintained schools are required to teach the National Curriculum for Science. At Key Stage 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from this.

### **Equality**

- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **EYFS**

Children learn about the concept of male and female and about young animals. In PSHE, and as part of the Early years foundation stage (EYFS) statutory framework (Health and Self Care, People and Communities), they develop skills to form friendships and think about relationships with others.

## **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety. At Fairfield Infant and Nursery school we follow the Derbyshire 'ASK' scheme to teacher PSHE. This scheme ensures full coverage of all aspects of the new guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020. Any new or developing questions that arise that are not covered in the scheme will be taught and approached within PSHE/circle time sessions as and when they arise.

### **Specific Issues:**

#### **Parental consultation**

The school informs parents when aspects of the relationship and sex programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of relationship and sex education, not included in the National Curriculum Science Orders, alternative work would be set. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. Before granting any such request there would be a discussion with the head teacher to clarify the nature and purpose of the curriculum.

#### **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

#### **Links with other policies**

This policy is linked with the following policies: PSHE, Equal Opportunities, Safeguarding Confidentiality, Behaviour, and Anti-Bullying. These policies can be found on the school website or on the admin school server. Hard copies can also be provided on request.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports; children will be made aware of the processes to raise their concerns and how it will be handled.

### **Use of visitors**

Visitors should complement but never substitute or replace planned provision. It is the PSHE leader's and teacher's responsibility to plan the curriculum and lessons. The RSE will be delivered by existing teachers with the support of Teaching Assistants.

### **Children with special educational needs or disabilities**

Teaching and resources will be adapted as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

Monitoring is the responsibility of the head teacher, named governing body and PSHE leader. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.