



Relationships and Sex Education Policy

Fairfield Infant and Nursery School

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| Reviewed By | Sarah Humpleby |
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| Job Role | Acting Headteacher |
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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 teaching relationship education, we can help prevent abuse and protect children, by teaching the knowledge they need to be safe and report abuse.

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. FINS considers that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

Relationship education will be taught in the context of relationships and will promote self-esteem and emotional health and wellbeing. This will help our children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

We believe that our RSE curriculum includes supporting young people in developing self confidence in preparing them for the physical and emotional changes into adulthood. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. We strongly believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

Aims and Objectives for Relationship Education

- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBT parents, adoptive parents, foster parents/carers (amongst other structures).
- Providing our pupils with the starting blocks of Relationships and Sex Education in an age appropriate way, that contributes to lifelong learning and pupil well-being in a safe and controlled environment.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies available in school, and on our website and supporting them should they have questions or concerns about RSE.
- Working collaboratively with partners and agencies such as healthcare professionals and other organisations to enrich and support pupil's learning in Relationships and Sex education where appropriate.

Legal Framework

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

- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

This policy is adhered to in conjunction with:

- Safeguarding Policy Anti-Bullying Policy
- Behaviour Policy E-safety Policy
- SEND Policy
- Teaching & learning policy
- PSHE Policy

The teaching programme for Relationship 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.

Definition of Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Definition of Sex Education

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). The programme of study provides the children with the skills they need for building positive, enjoyable, respectful and nonexploitative relationships and staying safe both on and offline. Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place. Our content is tailored to the age, and physical and emotional maturity of our pupils. Correct anatomical terms will be used (including penis and vagina). These words will be taught explicitly, in an age-appropriate way, within PSHE lessons in KS1 as they are a statutory requirement in relation to the Science Curriculum – naming external body parts. It is also important for our children to be able to articulate the names of their body parts, using the correct terminology, for safeguarding reasons.

Aims of Relationship and Sex Education

- Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims:
- To give children the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support

- To understand the role the media plays in forming attitudes
- To understand what a healthy relationship is both on and offline
- To ensure children know how and where to access appropriate support

Safeguarding

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue. If a staff member has any concerns or a child discloses information giving cause for concern, the school's safeguarding policy will be followed.

Equality and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination. We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Adapting teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

We ensure that the nine protected characteristics are considered within teaching.

EYFS

Children learn about the concept of male and female and about young animals. In ongoing PSHE and as part of the Early Years Foundation Stage 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 co-operate 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 use the PSHE Association guidance documents to support our planning, assessment and coverage. 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.

Within our lessons a number of teaching strategies will be used to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils.
- Dealing with children's questions in an appropriate manner.
- Teachers will always attempt to give straightforward, factual answers, whilst making professional judgements such as whether to answer immediately or at a later time; whether to answer in the whole class situation or on an individual

basis; in what depth to frame the answer; whether to refer the question to parents.

- Using discussion and age-appropriate materials.
- Encourage reflection and discussion
- Play-based learning opportunities
- Correct use of biological terms. It is vital that language used is clear, agreed by all staff and is non-offensive.

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.

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.