

Sprowston Infant School



Relationships and Sex Education Policy

Start Date: January 2025

Review Date: January 2027

1. Aims

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

- Give pupils an understanding of relationships and the importance of health and hygiene
- 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
- Provide a framework in which sensitive discussions can take place

2. Statutory requirements

As a school we must provide relationships education to all pupils, including the National Curriculum, which would include the elements of sex education contained in the Science curriculum. For Key Stage One children this only includes the following:

Animals, including humans
Statutory requirements Pupils should be taught to: <ul style="list-style-type: none">▪ notice that animals, including humans, have offspring which grow into adults▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

At Sprowston Infant School, we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, 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.

4. Curriculum

We follow the PSHE Association's scheme of work, which 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 and don't seek answers online or from unreliable sources.

5. Delivery of RSE

RSE is taught as part of our PSHE curriculum. Some 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 friendships
- Respecting ourselves and others
- Safe relationships
- Belonging to a community
- Growing and changing
- Keeping safe

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-statutory components of RSE (see section 7).

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
- Using accurate Scientific vocabulary when teaching Science

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.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. The elements of sex education that are outside of statutory Health or Science education relate to conception and contraception – these are the elements that parents have the right to withdraw their children from. These are not areas we teach in our school.

As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.

8. Training

Staff are trained on the delivery of RSE as part our continuing professional development calendar.

9. Monitoring arrangements

The delivery of RSE is monitored by our PSHE lead through:

Learning walks, pupil and staff feedback, book / Tapestry looks, planning monitoring

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

This policy will be reviewed by the headteacher every two years. At every review, the policy will be approved by the governing body.

10. Scheme of work

The school uses the PSHE Association scheme of work. The full scheme of work can be accessed at <http://www.sprowstoninfant.norfolk.sch.uk/curriculum/key-documents/>

See below for a summary of the content of the scheme of work:

YEAR 1 – MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn – Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> about people who care for them. e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone – and how to tel them – if they are worried about something in their family 	PSHE Association - Families Medway Public Health Directorate - Changing and growing up NSPCC – Talk PANTS
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission 	PSHE Association - Consent lesson packs NSPCC – Talk PANTS
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	Curiosity Library (E) PSHE Association - Friendship and bullying PSHE Association – Ground rules, rule
Spring – Living in the wider world	Belonging to a community What rules are: caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	Environment Agency – Caring for the Environment and Careers PSHE Association – Ground rules, rule

Spring — Living in the wider world	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	BBFC - 'Watch Out! Helping to make good viewing choices'
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	BBFC - 'Watch Out! Helping to make good viewing choices' The CEC - Career Explorers
Summer — Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health PSHE Association - Keeping safe: sun safety Curiosity Library (£) PSHE Association - Learning and playing together
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	PSHE Association - Mental health and wellbeing Medway Public Health Directorate - Changing and growing up PSHE Association - Personal Identity Curiosity Library (£)
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	Thinkuknow: Jessie and Friends BBFC - 'Watch Out! Helping to make good viewing choices' PSHE Association - Ground rules, rule

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7, R8, R9, R24	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	PSHE Association - Friendship and bullying PSHE Association - Learning and playing together
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	Thinkuknow: Jessie and Frijsseieends NSPCC - Talk PANTS PSHE Association - Friendship and bullying
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	PSHE Association - Belonging and community: addressing discrimination and extremism Curiosity Library (£) PSHE Association - Friendship and bullying PSHE Association - Learning and playing together
Spring	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community 	PSHE Association - Belonging and community: addressing discrimination and extremism Curiosity Library (£)

Spring — Living in the wider world	Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true 	BBFC - 'Watch Out! Helping to make good viewing choices'
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	
Summer — Health and wellbeing	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles. PSHE Association - The Sleep Factor PSHE Association - Mental health and wellbeing PSHE Association - Dental Health PSHE Association - Drug and Alcohol Education (Year 1-2) Curiosity Library (E)
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	Medway Public Health Directorate - Changing and growing up Curiosity Library (E) NSPCC - Talk PANTS
Summer — Health and wellbeing	Keeping safe Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	PSHE Association - Drug and Alcohol Education (Year 1-2) PSHE Association - Keeping safe at home PSHE Association - Keeping safe: sun safety PSHE Association - Road and rail safety

