

Respect for all. Learners for life

Lister Infant School

Relationships and Sex Education

Policy

June 2021

OVERVIEW

At Lister Infant School we aim to educate the whole child and to ensure all children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. Relationships and Sex Education (RSE) and Health Education is a fundamental part of our Personal Development Curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy, love and care.

This policy is a statement of the aims and strategies for the teaching of Relationships and Sex Education at Lister Infant School. Relationships and Sex Education incorporates; ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’ ‘Online relationships’ and ‘Being safe’.

This policy has been written in line with DfE guidelines and in consultation with parents, staff and governors.

Relationships and Sex Education and Health Education are **compulsory** subjects.

INCLUSION

Lister Infant School is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups, but there may be occasions where children with special educational needs (SEND) are given extra support.

AIMS

- The aims of Relationships and Sex Education at Lister Infant School;
- To provide pupils with knowledge and information about feelings, relationships, and responsibility in order that they are able to make informed choices and responsible decisions.
 - To promote safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of the children, including ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’ ‘Online relationships’, and ‘Being safe’.
 - To enable pupils to openly discuss questions related to relationships and so provide a safe environment for young people to share their thoughts and ideas
 - To help pupils to take care of their own bodies
 - To teach the children the correct vocabulary in order to keep themselves safe.
 - For pupils to know who and how to ask for help if needed.
 - To ensure opportunity is given to reflect on the focused school values (see PSHE map) nurturing respect for different views.
 - To ensure commitment to equality and diversity threading through the life of the school rather than as a ‘topic’ covered in PSHE alone.
 - To work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
 - Ensure that pupils are taught Relationships and Sex Education in a consistent manner, following guidelines agreed by governors and staff in consultation with parents/carers and pupils.

STRATEGIES

The Relationship Education programme is led by the PSHE leader and taught by trained class teachers. Learning is enhanced through visitors and visits and focused whole school days/weeks. Relationships and Sex Education is taught through our life in school and through the subjects of PSHE, Religious Education, Science and by way of a cross curricular integrated approach.

Significant aspects of Relationships and Sex Education remain part of the National Curriculum for Science. These will be taught to all pupils.

Key Stage One (5-7)

- That humans move, feed, grow, use their senses and reproduce
- To name the main external parts of the body
- That humans grow from babies into children and then into adults, and that adults can produce babies
- To recognise similarities and differences between themselves and other pupils

In Science children learn the correct terminology for body parts including external and those associated with the senses. The children will also learn about the human body as it grows from birth to old age and growth in plants and animals (the focus at this stage is on growth and not how reproduction occurs).

A bank of differentiated vocabulary exemplifying language used alongside a curriculum map is available on the school website. Lister Infants Relationship Education programme is an integral part of the whole school PSHE education provision (see PSHE map for coverage). The programme is taught through a range of teaching methods and interactive activities. We use the Jigsaw Learning Scheme to support our teaching and through cross curricular links.

High quality resources support our Relationships and Sex Education provision and are regularly reviewed. Lister Infants use NSPCC ‘Pants’ rule to deliver relationships education when focusing on boundaries and privacy, ensuring the children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with friends and also in families and with others, in all contexts including online. The children are constantly reminded on how they can get help and who they can turn to for help.

Lister Infants also use ‘Stonewall’ lesson plan ideas when teaching about ‘different families, same love’ alongside a range of literature and books illustrating these messages. At Lister Infant School positive relationships are cultivated through a whole school ethos. We recognise the importance of positive emotional and mental well-being and all school policies encourage our six core values of; respect, **resilience**, kindness, courage, honesty and perseverance.

SAFE & EFFECTIVE PRACTISE

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances plus discussions may lead to a disclosure of a child protection issues. All staff know how to respond to a disclosure from a child and how to recognise and refer abuse, not to investigate it, using the acronym ‘TED’; ‘Tell’, ‘Explain’ and ‘Describe’ the concern. The Relationship and Sex Education Policy is part of a suite of policies that include PSHE, safeguarding/child protection, equality and diversity, behaviour, anti-bullying, acceptable use policy (online safety). This list is not exhaustive.

PARENTAL INVOLVEMENT

Policies and detailed curriculum content are available to parents on the school website. We are committed to working with parents and carers ensuring that they are fully aware of what is being taught and provide additional resources and support where necessary.

ASSESSMENT AND REPORTING

Assessment is key to driving pupil learning forwards and to ensure we cater to every child’s needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of. During the foundation stage and KS1 teachers complete ongoing formative assessment to support each child’s learning and development and identify the next steps in their learning. Opportunities include teacher observation and oral feedback against the learning objective and assessment criteria for the lesson. At the end of each year teacher’s complete summative assessments against EYFS level descrand in the statutory guidance in key stage one.

OUTCOMES

To deliver high quality Relationships and Sex Education in order to support children to stay safe and prepare for life in modern Britain. The knowledge, skills and attributes that Relationships and Sex Education and PSHE provides will support them to be safe, healthy, happy and successful. Relationships education can improve the physical and mental health and well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success. The content of Relationships and Sex Education is mapped out on the PSHE curriculum, including the half-termly Jigsaw units and cross curricular links integrated within a broad and balanced curriculum.

MONITORING, EVALUATION AND REVIEW

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Class Floor Books
- Lesson Observations (were appropriate)
- Pupil Voice
- Learning walks

The coordinator feeds back to the Senior Leadership Team each term by completing a termly report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is taking place. At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

Date adopted	June 2021	Review Cycle	Every 2 years	Last Reviewed	June 2018	Version	
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