



*Winterbourne Nursery and Infant School*  
*Inspire – Learn -*  
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# **WINTERBOURNE NURSERY AND INFANT SCHOOL**

# **RELATIONSHIP AND SEX EDUCATION (RSE) POLICY**

**Approved by:**

Petra Wigzell (Head  
teacher) / Governors

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**Next review due by:**

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## Introduction

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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. This policy has been written in accordance with frameworks and statutory guidance including: Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and Keeping Children Safe in Education (KCSIE, 2021), Multiagency statutory guidance on Female Genital Mutilation (HM Government, 2020), Education for a Connected World Framework (UK council for Internet Safety 2020) and Preventing and tackling bullying (DfE 2017).

From September 2020, changes to the curriculum in England made relationships education compulsory in all primary schools, and relationships and sex education (RSE) compulsory in all secondary schools. Schools are also required to teach health education. This is a statutory requirement. As a maintained Infant School, we:

- must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- are not required to provide sex education but we do need to teach the elements of sex education contained in the KS1 Science National Curriculum 2014.
- must also consider guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 when teaching RSE.

As it states in the statutory guidance Relationships and Sex Education (RSE) and Health Education the DfE encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

***“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement... It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.”*** (DfE, 2019)

## Equality

At Winterbourne Nursery and Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour. We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

## Aims

The objective of Relationships and Sex Education (RSE) is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood. The focus within our school is to teach fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, and relationships with other children and adults. The aims of Relationships and Sex Education (RSE) at our school are to:

- provide an environment in which sensitive discussions can take place and ensure that pupils from all backgrounds feel safe and comfortable discussing issues regarding RSE
- seek regular opportunities for open discussion around issues of safeguarding in an age appropriate and accessible manner. Including topics such as: consent, awareness of harassment, child on child abuse, what constitutes violence, recognising inappropriate behaviour and how to respond and get help in negative situations
- provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- embed the school's ethos and values (curiosity, kindness, independence, honesty and bravery)
- teach all pupils the correct vocabulary to describe themselves where appropriate
- prepare pupils for the future e.g. puberty, and give them an age appropriate understanding of growth, development and the importance of health and hygiene
- combat exploitation

At Winterbourne Nursery and Infant school, there are three main elements which relationships and sex education (RSE) education incorporate into our curriculum and ethos. They are:

## Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

## Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation

## Knowledge and understanding

- learning and understanding physical development at appropriate stages
- supporting pupils to use the correct vocabulary to describe themselves and their body where appropriate and necessary

### RSE within our Curriculum

The 2019 DfE Guidance for Relationships Education in Primary Schools states that teaching the fundamental building blocks and characteristics of positive relationships should include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being 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).

***(Please see APPENDIX 1: RSE Curriculum coverage at Winterbourne Nursery and Infant School)***

RSE is embedded within our school curriculum in a range of lessons including our:

- PSHE curriculum (including circle times)
- Science curriculum (particularly when learning about the Human Body and growth)
- Computing curriculum (with links to E-safety)
- PE curriculum (in the context of health and hygiene)
- Assemblies
- Story time

The PSHE Leader is currently responsible for co-ordinating RSE and supporting class teachers to deliver a progressive RSE curriculum with guidance from outside agencies and personnel. We feel it is important that all pupils are taught by and have opportunities to discuss sensitive issues with teaching staff they know and trust. Curriculum themes involving RSE are introduced within our PSHE curriculum at the beginning of EYFS and are built upon and consolidated upon each half term through to the end of KS1. This is set out within our chosen PSHE scheme; JIGSAW.

These themes are covered within our chosen PSHE curriculum (JIGSAW) through the re-occurring themes/threads taught to each year group:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

## Inclusion

Young children with Special Educational Needs are given additional consideration and relevant planning and resources are adapted by the class teacher with support from the SENCo. Where appropriate, advice is sought from outside agencies in order to support pupils understanding and in delivering important messages to them.

## The role of Parents and Carers

The primary role in RSE lies with parents and carers. We wish to build a positive and supporting relationship with parents and carers of children at our school, through mutual understanding, trust and cooperation. We believe that through this exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. To promote this, we:

- inform parents and carers about the school's RSE policy
- answer any questions that parents or carers may have about the RSE education which their child is receiving
- inform and update parents and carers about best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home

## Parents' right to withdraw their children

Primary schools are required to deliver relationships education. Primary schools can also choose to teach elements of sex education (although must allow parents a right to withdraw their children). Due to the age of our children Winterbourne Nursery and Infant School will not teach any additional non statutory, non-science components of sex education within RSE therefore parents will not have the option to opt out of these sessions.

## Disclosures and Safeguarding

Where a child indicates or displays any concerning actions or disclosures regarding any likelihood of their involvement or likely involvement in appropriate sexual activity or suffering of any form of abuse, then this is immediately reported to the DSL and is dealt with as a matter of child protection. The DSL will then deal with the matter in consultation with police, health and/or social care professionals as appropriate (Please also see our Safeguarding Policy). Where appropriate, the Senior Leadership Team may require staff to report back to parents/carers on conversations which have been held in regards to RSE in the classroom, and the class teacher will be made aware by the Senior Leadership Team of the context needed to contact the parents/carers. In England teachers have a mandatory duty to make a report to the police if:

- they are informed by a child under the age of 18 that they have undergone FGM
- they observe physical signs that an act of FGM may have been carried out on a child under the age of 18 (Section 74 Serious Crime Act 2015) (Please also see our Safeguarding Policy).

## Roles involved with RSE provision

### Staff

All school staff are responsible for:

- delivering RSE in a sensitive way
- challenging any inappropriate behaviours between peers and immediately reporting any safeguarding concerns stemming from RSE to a DSL

- following the RSE policy and ensuring coverage of the school's chosen PSHE and RSE programme of study
- modelling positive attitudes to RSE
- monitoring progress
- responding effectively to the needs of individual pupils and their specific needs
- 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
- as RSE incorporates the development of self-esteem and relationships in all aspects of school life including the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children

### Pupils

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

### Members of the community

We encourage valued members of the community to work with us to provide advice and support to the children with regard to RSE education. The school invites visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE where required.

### The Governing Body

The Governing Body will approve the RSE policy and monitor the impact of the RSE policy. Consideration is given to any comments from parents and carers about the school's RSE programme, and the Governing Body make a record of all such comments.

### The Head teacher

The head teacher 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. It is the responsibility of the Head teacher to ensure that both staff and parents/carers are informed about our RSE education policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach RSE effectively, and handle any difficult issues with sensitivity. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development (CPD) calendar. The Head teacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework. The Senior Leadership team monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

### Monitoring and review

The delivery of RSE is monitored by the PSHE Subject Leader and the Senior Leadership Team. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and is regularly reviewed and monitored by the PSHE Subject Leader and the Senior Leadership Team.

This policy will be reviewed every two years, or earlier if necessary. At every review, the policy will be ratified by Governing Body.

### **APPENDIX 1:**

We have developed our PSHE (including RSE) curriculum and follow the JIGSAW mindful approach to PSHE taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online. All of the below aspects from the statutory guidance are covered in lessons for each year group within the re-occurring JIGSAW Puzzle pieces:

- Relationships
- Changing Me
- Celebrating Difference
- Being Me in My World



### **Statutory guidance - What Pupils should know by the end of Primary**

#### **Families and People who care for me:**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring Friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right



- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful Relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission seeking and giving in relationships with friends, peers and adults

### **Online Relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being Safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources