



*Building Strong Foundations for a Lifelong Love of Learning*

## Relationships and Sex Education Policy

<b>Policy status</b>	Statutory
<b>Needs to go on website?</b>	Not required, but will be made available through website
<b>Review requirements</b>	By Governing Board. Recommended annually by DfE.
<b>Agreed review frequency</b>	ANNUALLY
<b>Last date reviewed:</b>	4/12/2019
<b>Due for review by:</b>	3/12/2020
<b>Scheduled for review:</b>	Autumn 2, 2020
<b>Governor responsible:</b>	
<b>Staff member(s) responsible:</b>	Assistant Head Teacher (Pastoral)
<b>Governor approval method:</b>	By Full Governing Board in 2019; by Teaching and Learning Committee at future review points.

## Introduction

This relationships and sex education policy covers Recreation Road Infant School's intended approach to teaching relationships and sex education (RSE). It was produced following consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

It will be reviewed annually, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents and carers will be informed about the policy through annual RSE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents and carers requiring the policy in an alternative format, ensuring equitable accessibility for all.

**As the statutory RSE curriculum content for children of this age is focused on Relationships and Health, RSE will be known in our school by the pupils as 'Relationships and Health Education'.**

## Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following consultation with families, given the age of our pupils. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with families will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet The Equalities Act, 2010. From September 2020, statutory guidance from the Department of Education regarding the teaching of RSE will come into effect and be followed by the school.

It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum, designed to meet the new DfE statutory guidance, will be trialled from Spring, 2020 and fully implemented from September 2020, in-keeping with the RSE curriculum becoming statutory. The curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where appropriate, the curriculum will be complemented by themed assemblies, focus days and cross-curricular links.

The RSE programme will be led by our Assistant Head Teacher (Pastoral), taught by class teachers and supported by outside agencies as appropriate. All staff involved in the delivery of RSE will receive training ensuring pupils are taught with consistent approaches to RSE throughout their time at Recreation Road Infant School.

RSE will be taught using a range of teaching methodologies which may include story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Recreation Road Infant School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgmental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Teachers will work closely with the schools' pastoral team to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

**This policy complements the following policies:**

- Anti-bullying
- Equality
- SEN



# RECREATION ROAD INFANT SCHOOL

## Recreation Road, Norwich, NR2 3PA

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Head Teacher: Michael Bunting ♦ Assistant Head Teachers: Susanna Manrique and Sheree Brock

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27<sup>th</sup> September 2019

### New Relationships and Sex Education Curriculum

Dear Parents and Carers,

Our school prides itself on delivering effective, **age-appropriate** relationships and sex education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

We are developing our curriculum in line with updated legislation for RSE and are working closely with the local RSE adviser, Avenue Junior School, a group of current RRIS parents and current pupils. Our aim is to begin teaching the curriculum from the Spring Term 2020.

RSE will be delivered through a 'spiral curriculum' that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. The RSE curriculum overview for more details of what is taught in which year group can be found in the attached document. You will be given information about what is going to be taught beforehand so that you are prepared for any conversations that might crop up.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should surprise pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss their learning with them at home like any other learning they are involved in. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please attend our parents' information session on either **Wednesday 16th October at 6:30pm** or **Friday 18th October at 9:00am**, familiarise yourself with the RSE policy and read some 'Top tips for talking to your child' (see weblink: <https://rsehub.org.uk/for-parentscarers/ten-tips-for-talking-to-your-child-about-sex-and-relationships/>)

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

Susanna Manrique, Assistant Head Teacher (Pastoral)



**Year group R**

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



**Year group one**

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.



**Year group two**

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.