



Fulwell Infant School Academy
2020 -2021
RSE POLICY



RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

At Fulwell Infant School Academy, Relationships and Sex Education (RSE) is set within a broad curriculum of personal development that promotes the understanding of relationships, healthy lifestyles, diversity and personal identity. RSE aims to provide children with the essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within Personal, Social, Health and Economic Education (PSHE), helps to explore children's own attitudes and values and develop their self-esteem and confidence to view themselves in a positive way. Some aspects of RSE have cross-curricular links with other subjects, particularly Physical Education, Science, Information Technology and Religious Education. The content of our relationships and sex teaching has been drawn up in accordance with Sunderland City Council's guidelines and has been approved by the School Governors.

INTENT

Relationships are the foundation of our school. We recognise that we are all different and unique and each of us has the right to be respected and valued. We aim to develop young people who have positive self-esteem, recognise their own value and are able to confidently make good, informed and safe decisions about their own relationships, health and wellbeing.

Children are supported to acquire information, develop skills and form positive beliefs, values and attitudes as young children which will enhance their lives and relationships, now and in the future. School staff will endeavour to create an atmosphere where children feel safe, comfortable, confident to ask questions and talk openly.

School organisation ensures that the children have equal status. All pupils will have equal access to the Relationship and Sex Education Curriculum. Consideration will also be given to the needs of the pupils with English as an additional language.

Pupils with special educational needs may need more help than others in coping with the physical and emotional aspects of growing up and may also require more help in learning what sorts of behaviour are and are not acceptable.

Any questions raised by children in the early years will be dealt with sensitively and appropriately as the need arises.



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The essential characteristics of RSE at Fulwell Infant School Academy enable children:

To understand what makes for good relationships with others



To know and understand what constitutes a healthy lifestyle

To have self-respect and respect for others



To know how to keep themselves and others safe, both on-line and off-line

To develop good relationships with other members of the school and the wider community



To be independent and responsible members of the school community

To be positive and active members of a diverse multicultural society



To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

To become resilient learners who are prepared to persevere when they meet new challenges

To develop their understanding of the importance of emotional well-being (their own and that of others)

To gain the knowledge to enable them to make good, informed and safe decisions about their relationships, health and well-being



BEHAVIOUR and ATTITUDES

The approach within our school is to foster curiosity, enthusiasm and fascination toward learning and understanding of the world. We will encourage our children to have a positive attitude and develop the resilience required to address challenges they meet in both academic and social situations. We plan our curriculum and offer a wide, rich set of experiences and opportunities to skilfully prepare our children to become highly respected, and respectful, future citizens.

We intend our curriculum should promote sustained progression in knowledge, skills and understanding of this modern changing world, this includes an understanding of gender equality. Staff ensure they challenge stereotypes e.g. not routinely separating boys and girls and they consciously think about stereotyping as part of their statutory duty when planning learning opportunities. Gender equality is a key part of British values. Practitioners have undertaken PREVENT training which has given them statutory guidance on radicalisation and as part of this the necessity to consider gender when planning.

Through our curriculum, we intend to provide:

'All pupils and members of staff at Fulwell Infants with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'

We hope to create a climate in which children feel able to ask questions and to have those answered by their teachers in an honest and appropriate way.

AIMS -To create a programme for progressive and differentiated learning which caters to pupils needs and is sensitive to individuals and groups through which children are supported and taught:

- To recognise the value and importance of loving, committed and caring relationships.
- To develop skills in personal relationships, for example, communication, negotiation, compromise and assertiveness.
- To understand the importance of valuing oneself and others.
- To develop feelings of self-respect, confidence and empathy.
- To appreciate and value difference and diversity, amongst people, families and communities.
- To appreciate ways in which people learn to live and work together.
- To begin to recognise the range of human emotions and know ways to manage them.
- To know that physical health and mental/emotional wellbeing are inter-linked and be able to make informed decisions about their own health and wellbeing.
- To develop confidence in thinking and talking about feelings and relationships.
- To know about personal safety e.g. rights over their own bodies.
- To affirm their rights, be able to resist unwanted touch or advances and to communicate about such matters.
- To keep themselves and others safe and to ask for help and support if necessary contributing to the protective curriculum (both on and off line).
- To develop independence and responsibility and skills in decision-making and problem solving.



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Relationship and Sex Education is a responsibility which school shares with others. Provision for Relationship and Sex Education should include opportunities for involving trustees, governors, parents, families and the community so that what is learned at school can be supported by appropriate experiences at home and in the community.

Teachers have authority to give information, but not to offer advice. Children's questions about sex are treated sensitively and simply, often without requiring highly sophisticated or complicated responses. If an individual pupil raises a particularly explicit issue, teachers should exercise their discretion and judgement about how to deal with it.

Teachers should normally discuss the child's concerns first with the parents to see how they would like the matter handled.

Where the parents wish them to do so, it may be appropriate to respond individually to the child's question outside the classroom. We do not however intend to take over the role of parents but wish to work with them.

School staff must never promise confidentiality, but should handle a sensitive question with tact i.e. "I will listen to you and do my best to help you but I may need help from other adults to help you sort this out". All situations involving any form of abuse or child protection MUST be referred immediately to the school's Designated Person (Mrs Wendy Angus). Other outside agencies can be contacted for support and information. If necessary the Child Protection Liaison Officer will be informed.

Section 405 of the Education Act 1996 enables parents to withdraw their child wholly or partly from attending sex education in school, with the exception of aspects included in the Science National Curriculum. (See below).

National Curriculum Science (Key Stage 1)

Pupils should be taught:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

By engaging with themes of growth, new life, families and homes, RSE at Fulwell Infant School Academy lays the foundations for more specific work on sex education in Key Stage 2. If a child asks for the correct terminology for private areas, then staff will use the correct scientific label.



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Early Years Foundation Stage

We relate the RSE aspects of children's development in the Early Years Foundation Stage (EYFS) to the objectives set out in the Early Learning Goals (ELG) which underpin curriculum planning for children from birth to five. RSE is supported by the development of a child's Personal, Social and Emotional Development (PSED), Physical Development (PD) and Understanding of the World (UTW). In the EYFS, children will be supported to:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- work towards simple goals, be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between different religious and cultural communities in this country.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices.

In the EYFS, children develop these skills and this understanding throughout the year as an integral part of topic based learning, developed from their changing interests, underpinned by the characteristics of effective learning. Empowering young children of all ages, genders and cultural backgrounds is important at Fulwell Infant School. Children's interests are developed and they are encouraged to believe nothing is out of their reach.

IMPLEMENTATION

- RSE is not delivered in isolation, but firmly embedded in all curriculum areas, the main content may be delivered as part of a wider topic to provide context for learning.
- RSE is normally delivered by class teachers in mixed gender groups.
- Staff ensure that they teach sensitively, valuing and respecting diversity within relationships and or community.
- Resources are flexible in order to meet the needs of the children and curriculum.
- RSE is delivered through a varied range of activities which promote dialogue and understanding. These include sharing of stories, circle time, active teaching and learning, role play/scenarios, discussions and assemblies.
- An Emotional Literacy Support Group (ELSA) led by an appropriately trained and qualified member of staff is available to nurture children requiring additional support.
- Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, including Families and People Who Care For Me, Caring friendships, Respectful Relationships, Online Relationships and Being Safe.
- If a child asks for the correct terminology for private areas, then staff will use the correct scientific label.
- External agencies and visitors may be invited to support the delivery of RSE. These may include the school nurse, the Police and Fire Services, The RNLI, Walkwise and dental and medical professionals.
- External agencies and visitors will work within the school's policies and be supported by school staff. The input of visitors will be agreed in advance and monitored and evaluated by staff to inform future planning.



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2020 -2021
RSE POLICY



ENRICHMENT

At Fulwell Infant School Academy we nurture an ethos in which children are supported and valued. We aim to offer a wide, rich and exciting curriculum designed to promote engagement, understanding and fulfilment.

There are several extra-curricular activities for children to participate with that will promote the development of relationships, physical health and mental wellbeing. These may include:

Yoga/Gymnastics/Dance

Football/Rugby

Art/Craft/Lego/Cookery/Library Club

Healthy, freshly cooked school meals are available every day as is a snack of fresh fruit. Milk is offered to children under five. Daily Active Breaks are in place and school enjoys a sports day, sports week and dance festival.

Healthy Living Workshops, such as Change4life, as well as visits from other professionals to enrich the teaching of the curriculum may be used.

'Tiny Tweeties' interactive music sessions that focus on the Prime Areas of Learning are offered in the EYFS.

Events to raise awareness e.g. Anti-Bullying Week, Online Safety Week, Place2Be Children's Mental Health Week may be supported as well as charitable events such as Children in Need and McMillan Cancer Support Community Coffee Mornings.

An Emotional Literacy Support Group (ELSA) led by an appropriately trained and qualified member of staff is available to support children in times of need

ASSESSMENT, RECORDING and REPORTING

We ensure that all children have equal access to the RSE programme through a process of monitoring, evaluation and assessment, which takes into consideration children's needs, maturity, age, ability and personal circumstances.

Class teachers assess understanding and progress through formative and summative processes and may utilise working records, voice of the child, lesson evaluations, Class Books and trackers to inform their evaluations and future planning.

EVALUATION and MONITORING

The Leadership Team (to include the RSE Lead) is responsible for the monitoring of RSE within school and may do so by:

- RSE Learning Walks
- Lesson Observations and Work Scrutiny
- Pupil interviews and discussion with the School Council
- Senior Leadership discussion
- External discussions with other agencies



IMPACT

Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have an in-depth knowledge of how to keep themselves healthy and safe and who will, through respect, tolerance and understanding, forge, maintain and value positive relationships with a diverse range of family and friendship groups. We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across year groups and ensure we provide the support that is necessary for all children to have understanding of how to make good, informed and safe decisions about their own relationships, health and wellbeing.

Leadership will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:

Do all our children achieve as much as they can?

Are there differences in the achievement and understanding of different groups of children?

What are we doing for those children who we know are not achieving their potential?

Are our actions effective?

Is the curriculum promoting outstanding learning and understanding?

PROFESSIONAL DEVELOPMENT

Staff will be kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying through regular staff meetings and INSET days.

Training will be provided by school based professional development and LA courses.

LINKS TO OTHER POLICIES AND ADVICE

This RSE policy is supported by, but not limited to:

PSHE Policy

SMSC Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

Educational Visits and Activities Policy

Confidentiality Policy

Equality and Diversity Policy

Anti-Bullying Policy

Anti- Cyber Bullying Policy

Intimate Care Policy

Relationship and Sex Education Guidance DfE

T. Quinn

To be reviewed **April 2022**