



Merry Hill Infant School and Nursery

Sex and Relationships Education Policy

Name/Title of responsible committee/individual:	Curriculum Committee
Date issued:	September 2019
Review frequency:	Annually
Target audience:	All stakeholders

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

Merry Hill Infant School and Nursery is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	April 2016	Approved by Curriculum Committee
V2	September 2019	Reference to new Jigsaw programme and RSE statutory guidance (DfE 2019). Approved by Curriculum Committee

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1 Overview

This policy covers Merry Hill Infants School's approach to Relationships and Sex Education (RSE). It was produced by the Headteacher through consultation with the Senior Leadership Team and Governors. This policy will be reviewed at least once every three years by staff and governors.

Parents will be informed about the policy through Merry Hill Matters; the policy will be published on the school website and signposted in the school's new starter pack.

This policy pays due regard to the RSE statutory guidance (DfE 2019).

At Merry Hill Infant School and Nursery, we define relationships and sex education as:

'Giving young people the information they need to help them develop healthy, nurturing relationships of all kinds'

(RSE Statutory Guidance, DfE 2019)

"Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health."

(SRE Policy Guidance, Sex Education Forum, 2014)

2 Arrangements for monitoring and review

This policy shall be reviewed at least once every three years in accordance with the Governing Body Year Planner or earlier at the request of the governing body or in the event of any changes to statutory or non-statutory guidance.

The policy will be evaluated annually by the Headteacher and PSHE subject leader through observation of lessons in the normal programme of monitoring teaching.

The curriculum committee of the Governing Body is responsible for monitoring the Relationships and Sex Education Policy. The committee will consider any comments from parents about the Relationships and Sex education programme and keep a record of all such comments.

3 Rationale and aims

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- To enable young people to understand and respect their bodies, and be able to cope with changes, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

(Jigsaw, RSE Guidance for Parents)

We believe that it is important to address RSE to enable children to live safe, fulfilled and healthy lives. It is our aim to protect children by addressing specific national and local health priorities. It is our duty to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. (Section 78, Education Act 2002).

4 Teaching of RSE

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.'

(RSE Statutory Guidance, DfE 2019)

In Foundation Stage and Key Stage One, we consider that this includes laying foundations of understanding about growth, change, differences and respect for one another. It is fundamental that our RSE teaching is tailored to suit the particular needs of the children in our school. We deliver RSE teaching through our comprehensive PSHE scheme called Jigsaw (see Appendix 1).

RSE is not taught in isolation but through the science curriculum and PSHE. Other adults, such as the school nurse or other health professionals, may be involved. All of the materials and resources used will be appropriate to the age group. Esafety is also discussed as part of safe relationships.

See Appendices 1 and 2 for an overview of our programme coverage. Please be aware this is an overview only, which is subject to change dependant on the current needs of the children within the school and the level of maturity.

We will assess pupils' learning through contributions they make during class discussions, interactions with their peers and through the science and PSHE assessment frameworks.

5 Equalities

At Merry Hill Infant School, we believe that all children have a right to an education which develops the qualities and competencies needed for full and effective membership of the community. It is essential that we explore the children's prior learning that they bring to the classroom to ensure individual needs and experiences are understood to identify different starting points . We will ensure equality by recognising and respecting pupils' different abilities, levels of maturity and personal circumstances, for example: their gender, identity, faith or culture as well as the sexual orientation, gender identity, faith or culture of their immediate family. We will ensure that questions from pupils involving sensitive or contentious issues of a religious or cultural nature are referred back to parents to answer. We will respect pupils' unique starting points by providing learning that is inclusive to all our learners' individual needs and circumstances.

6 Parent/carer involvement

At Merry Hill Infant School, we feel that the most powerful RSE is collaboration between school and home. Parents have the right to withdraw their children from RSE outside that which is contained within the science curriculum – this will need to be discussed with the Headteacher. At Merry Hill Infant School we will be delivering Relationships Education. Relationships Education is compulsory and parents do not have the right to withdraw their children from this (RSE Statutory Guidance, DfE 2019). Any questions that require more explicit information will be directed back to parents. We are committed to working with parent and carers and are able to support parents/carers in their discussions with their children about RSE through the provision of information and support materials available upon request.

7 Links with other policies

This policy complements other school policies, in particular:

- PSHE
- Science
- Equality and Inclusion
- Child Protection
- Esafety

8 Child Protection and Confidentiality

Teachers and school staff are aware that discussion about what is and is not acceptable in a relationship may lead to a disclosure of a child protection issue or if we feel a child may be at risk staff will follow the school procedure on reporting such a disclosure to the Designated Senior Person.

Appendix 1: Jigsaw PSHE Programme of Study

Within the Jigsaw PSHE programme of work, RSE is addressed within the themes of 'Relationships' and 'Changing Me'. What we have decided to teach within these themes is outlined below.

Relationships:

Pupils have the opportunity to learn to:

Foundation Stage	Year 1	Year 2
<ul style="list-style-type: none"> • speak about their family • know how to make friends and how to stop themselves from feeling lonely • say some of the things they like about their friends • manage their feelings • think of ways to solve problems and stay friends • start to understand the impact of unkind words • know how to be a good friend 	<ul style="list-style-type: none"> • know how it feels to belong to a family and care about the people who are important to them • know how to make a new friend • recognise which forms of physical contact are acceptable and unacceptable • know when I need help and know how to ask for it • know ways to praise myself 	<ul style="list-style-type: none"> • accept that everyone's family is different and understand that most people value their family • know which types of physical contact they like and don't like and to talk about this • demonstrate how to use positive problem solving techniques to resolve conflicts with friends • know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this • understand how it feels to trust someone • be comfortable accepting appreciation from others

Changing Me:

Pupils have the opportunity to learn to:

Foundation Stage	Year 1	Year 2
<ul style="list-style-type: none"> • name parts of my body and show respect for myself • say some things they can do and some food they can eat to be healthy • understand that we all start as babies and grow into children and then adults • know that we grow and change 	<ul style="list-style-type: none"> • understand that changes happen as we grow and that this is OK • know that changes are OK and that sometimes they will happen whether we want them to or not • understand that growing up is natural and that everybody grows at different rates • respect my body and understand which parts are private • know some ways to cope with changes 	<ul style="list-style-type: none"> • understand there are some changes that are outside their control and to recognise how they feel about this • identify people they respect who are older than them • feel proud about becoming more independent • say what they like/don't like about being a boy/girl • appreciate that some parts of their body are private • understand there are different types of touch and to say which ones they like and don't like

Appendix 2: Science Programmes of Study: Key Stage 1, National Curriculum in England May 2015

The relevant topics are: Animals, including humans; and Living things and their habitats;

Animals, including humans		
	Pupils should be taught to:	Non-statutory guidance
Year 1	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Pupils should have plenty of opportunities to learn the names of the main body parts.
Year 2	<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. 	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.

Living things and their habitats		
	Pupils should be taught to:	Non-statutory guidance
Year 2	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.