

# Relationships and Sex Education Policy

## Cupernham Infant School



Approved by: Consultation

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Gives pupils an understanding of relationships and the importance of health and hygiene.
- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### 2. Statutory requirements

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](#).

However, we are not required to provide sex education but we do need to teach the parts of the science curriculum relating to humans and growth in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Cupernham Infant School, we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with school leadership, staff and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents given the opportunity to read the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

### 4. Definition

Relationship and Sex education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children 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 PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum 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 appropriate manner so they are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses 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
- Being safe

For more information about our RSE curriculum, see Appendices 1.

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

### **7.4 Pupils**

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

## **8. Parents' right to withdraw.**

Parents do not have the right to withdraw their children from relationships education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by our PSHE Leader and Senior Leadership Team through: Lessons Observations, Learning Walks, staff and children feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed every 2 years. At every review, the policy will be approved by governing body and headteacher.

PSHE (Jigsaw) Overview 2021-2022					
Early Years		Year One		Year Two	
<b>Ongoing</b> -Rules -Feelings -Family group time		<b>Ongoing</b> -Current Issues (news bites) -Discuss and share opinions on what matters to them - Family group time		<b>Ongoing</b> - Current Issues (news bites) -Discuss and share opinions on what matters to them -Family group time	
<b>Autumn 1 - Puzzle 1 – Being Me in My World</b>	- I understand how it feels to belong and that we are similar and different. - I can start to recognise and manage my feelings. - I enjoy working with others to make school a good place to be. - I understand why it is good to be kind and use gentle hands. - I am starting to understand children's rights and this means we should all be allowed to learn and play. - I am learning what being responsible means.  E-Safety – choose from the dip and pick activities for 2 sessions.	<b>Autumn 1 – Puzzle 1 – Being Me in My World</b>	- I know how to use my jigsaw journal. - I understand the rights and responsibilities as a member of my class. - I know my views are valued and can contribute to the learning charter. - I can recognise the choices I make and understand the consequences. - I understand my rights and responsibilities within our learning charter.  E-Safety – choose from the dip and pick activities for 2 sessions.	<b>Autumn 1 – Puzzle 1 – Being Me in My World</b>	- I can identify some of my hopes and fears for this year. - I understand the rights and responsibilities for being a member of my class and school. - I can listen to other people and contribute my own ideas about rewards and consequences. - I understand how following the learning charter will help me and others learn. - I can recognise the choices I make and understand the consequences.  E-Safety – choose from the dip and pick activities for 2 sessions.
	- I can identify something I am good at and understand everyone is good at different things. - I understand that being different makes us all special. - I know we are all different but the same in some ways. - I can tell you why I think my home is special to me. - I can tell you how to be a kind friend. - I know which words to use to stand up for myself when someone says or does something unkind.  E-Safety – choose from the dip and pick activities for 1 session.		<b>Autumn 2 – Puzzle 2 – Celebrating Difference</b>		- I can identify similarities and differences between people in my class. - I can tell you what bullying is. - I know some people who I could talk to if I was feeling unhappy or being bullied. - I know how to make new friends. - I can tell you some ways I am different from my friends.  E-Safety – choose from the dip and pick activities for 1 session.

<p style="text-align: center;"><b>Spring 1-</b> <b>Puzzle 3 – Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>- I understand that if I persevere I can tackle challenges.</li> <li>- I can tell you about a time I didn't give up until I achieved my goal.</li> <li>- I can set a goal and work towards it.</li> <li>- I can use kind words to encourage people.</li> <li>- I understand the link between what I learn now and the job I might like to do when I'm older.</li> <li>- I can say how I feel when I achieve a goal and know what it means to feel proud.</li> </ul> <p>E-Safety – choose from the dip and pick activities for 1 session.</p>	<p style="text-align: center;"><b>Spring 1 –</b> <b>Puzzle 3 – Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>- I can set simple goals.</li> <li>- I can set a goal and work out how to achieve it.</li> <li>- I understand how to work well with a partner.</li> <li>- I can tackle a new challenge and understand this might stretch my learning.</li> <li>- I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.</li> <li>- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</li> </ul> <p>E-Safety – choose from the dip and pick activities for 1 session.</p>	<p style="text-align: center;"><b>Spring 1 –</b> <b>Puzzle 3 – Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>- I can choose a realistic goal and think about how to achieve it.</li> <li>- I carry on trying (persevering) even when I find things difficult.</li> <li>- I can recognise who I work well with and who is more difficult for me to work with.</li> <li>- I can work well in a group.</li> <li>- I can tell you some ways I worked well with my group.</li> <li>- I know how to share success with other people.</li> </ul> <p>E-Safety – choose from the dip and pick activities for 1 session.</p>
<p style="text-align: center;"><b>Spring 2-</b> <b>Puzzle 4 – Healthy Me</b></p>	<ul style="list-style-type: none"> <li>- I understand that I need to exercise to keep my body healthy.</li> <li>- I understand how moving and resting are good for my body.</li> <li>- I know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>- I know how to help myself go to sleep and understand why sleep is good for me.</li> <li>- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</li> <li>- I know what a stranger is and how to stay safe if a stranger approaches me.</li> </ul>	<p style="text-align: center;"><b>Spring 2 –</b> <b>Puzzle 4 – Healthy Me</b></p>	<ul style="list-style-type: none"> <li>- I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.</li> <li>- I know how to make healthy lifestyle choices.</li> <li>- I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</li> <li>- I know that all household products, including medicines can be harmful if not used properly.</li> <li>- I understand that medicines can help me if I feel poorly and I know how to use them safely.</li> <li>- I know how to keep safe when crossing the road and about people who can help me stay safe.</li> <li>- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> </ul>	<p style="text-align: center;"><b>Spring 2 –</b> <b>Puzzle 4 – Healthy Me</b></p>	<ul style="list-style-type: none"> <li>- I know what I need to keep my body healthy.</li> <li>- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</li> <li>- I understand how medicines work in my body and how important it is to use them safely.</li> <li>- I can sort foods into the correct food group and know which foods my body needs everyday to keep me healthy.</li> <li>- I can make some healthy snacks and explain why they are good for my body.</li> <li>- I can decide which foods to eat to give my body energy.</li> </ul>

<p style="text-align: center;"><b>Summer 1-</b> <b>Puzzle 5 – Relationships</b></p>	<ul style="list-style-type: none"> <li>- I can identify some of the jobs in my family and how I feel like I belong.</li> <li>- I know how to make friends to stop myself from feeling lonely.</li> <li>- I can think of ways to solve problems and stay friends.</li> <li>- I am starting to understand the impact of unkind words.</li> <li>- I can use CALM ME time to manage my feelings.</li> <li>- I know how to be a good friend.</li> </ul>	<p style="text-align: center;"><b>Summer 1 –</b> <b>Puzzle 5 - Relationships</b></p>	<ul style="list-style-type: none"> <li>- I can identify members of my family and understand that there are lots of different types of family.</li> <li>- I can identify what being a good friend means to me.</li> <li>- I know appropriate ways of physical contact to greet friends and know which ways I prefer. (Do the underpants rule and pantosaurus from NSPCC alongside this.)</li> <li>- I know who can help me in my school community.</li> <li>- I can recognise my qualities as a person and a friend.</li> <li>- I can tell you why I appreciate someone and who is special to me.</li> </ul>	<p style="text-align: center;"><b>Summer 1 –</b> <b>Puzzle 5 – Relationships</b></p>	<ul style="list-style-type: none"> <li>- I can identify the different members of my family, understand the different relationships with each of them and know why it is important to share and cooperate.</li> <li>- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. (Do the underpants rule and pantosaurus from NSPCC alongside this).</li> <li>- I can identify some of the things that cause conflicts with my friends.</li> <li>- I understand that sometimes it is good to keep a secret and sometimes it is not.</li> <li>- I recognise and appreciate people that can help me in my family, in my school and my community.</li> <li>- I can express my appreciation for the people in my special relationships.</li> </ul>
<p style="text-align: center;"><b>Summer 2-</b> <b>Puzzle 6 – Changing Me</b></p>	<ul style="list-style-type: none"> <li>- I can name parts of the body.</li> <li>- I can tell you some of the things I can do and foods I can eat to be healthy.</li> <li>- I understand that we all grow from babies to adults.</li> <li>- I can express how I feel about moving to Year 1.</li> <li>- I can talk about my worries and or the things I am looking forward to about being in year 1.</li> <li>- I can share my memories about the best bits of Year R.</li> </ul> <p>E-Safety – choose dip and pick activities for 1 session.</p>	<p style="text-align: center;"><b>Summer 2 –</b> <b>Puzzle 6 – Changing Me</b></p>	<ul style="list-style-type: none"> <li>- I am starting to understand the life cycles of animals and humans.</li> <li>- I can tell you some things about me that have changed and some things that have stayed the same.</li> <li>- I can tell you how my body has changed since I was a baby.</li> <li>- I can identify parts of the body that make boys different from girls. (Recap the underpants rule with pantosaurus from NSPCC alongside this.)</li> <li>- I understand that every time I learn something new I change a little bit.</li> <li>- I can tell you about changes that have happened in my life.</li> </ul> <p>E-Safety – choose dip and pick activities for 1 session.</p>	<p style="text-align: center;"><b>Summer 2 –</b> <b>Puzzle 6 – Changing Me</b></p>	<ul style="list-style-type: none"> <li>- I can recognise cycles of life in nature.</li> <li>- I can tell you about the natural process of growing from young to old and that this is not in my control.</li> <li>- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>- I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. (Recap the underpants rule with pantosaurus from NSPCC alongside this.)</li> <li>- I understand there are different types of touch and can tell which ones I like and don't like.</li> <li>- I can identify what I am looking forward to when I move to my next class.</li> </ul>

NSPCC Pantosaurus - [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)