



## **TREDWORTH INFANT AND NURSERY ACADEMY**

### **POLICY FOR RELATIONSHIPS, HEALTH AND SEX EDUCATION**

**This policy is one of a number of policies, which cover all aspects of safeguarding and should be read in conjunction with those.**

**Safeguarding policies are in the staff room of the learning platform at <https://tredworthinfantschool.org.uk/gloucs/primary/tredworth> and on the Academy website. If you require a hard copy please ask the Head Teacher.**

**Tredworth Infant and Nursery Academy fully recognises its responsibilities for safeguarding. An annual audit of safeguarding procedures is completed by the head teacher and safeguarding Trustees to ensure continued up to date best practice. An action plan is compiled from the audit. There is a notice board for safeguarding information in the staff room. Safeguarding is an agenda item on every full Board of Trustee meeting and every staff meeting.**

#### **Introduction**

At Tredworth Infant and Nursery Academy, we acknowledge the importance of children developing an understanding of how to stay safe and form successful relationships with other people. Children need a strong sense of identity and to be able to respect and understand those around them. We dedicate time to support children to understand their emotions, as demonstrated in our self-regulation and wellbeing policy. We offer the children opportunities to talk about their emotions and are aware of the importance of children's mental health being supported in our setting.

This policy has been written by the PSHE Lead with the support of the senior leadership team. The policy has been approved by the school's trustee's who have been a part of its development. All teaching staff have reviewed the policy. We have worked with a group of parents/carers to gain feedback on the policy and it is accessible to all parents/carers on the school website.

#### **What is RHSE?**

From September 1<sup>st</sup> 2020, the guidance from the government stated that schools should teach 'Relationships Education, Relationships and sex Education (RSE) and Health Education'. This guidance replaces the 2000 Sex and Relationship guidelines. The 2020 guidance states that primary schools should put in place the key building blocks for children to learn about healthy, respectful relationships, focusing on family and friendships (including those that occur online). As well as teaching the essential skills of how to be healthy. As an Infant school, we will cover aspects of Sex Education which are relevant and age appropriate for our children. This will be taught as part of our broad

curriculum, alongside other subjects as later discussed. These lessons will form Relationships, Health and Sex Education (RHSE) closely linked to PSHE.

### **Equal Opportunities**

All children should have equal access to the curriculum irrespective of particular circumstances such as race, background, gender and capability. We ensure this by all supporting children and making changes to teaching and learning to meet the needs of our children.

### **Aims**

Effective RHSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Children will be encouraged to develop:

- Respect for themselves
- Respect for others
- Responsibility for their own actions
- Responsibility for their friends, families, the Academy and wider community
- An understanding of healthy relationships / friendships
- An understanding boundaries and appropriate behaviour
- An understanding of how to keep their bodies safe

### **Planning and Teaching**

RHSE will not be taught in isolation but as part of PSHE, R.E., Science and P.E. lessons. It will be taught by class teachers in lessons and may include learning from outside speakers and other members of staff where appropriate. Assemblies will be planned to cover this topic where appropriate. RSHE lessons are built into PSHE lessons using the Coram Life Education Scheme SCARF which the school uses to support providing a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's statutory requirements for Relationships Education and Health Education. This scheme is adapted and tailored to the needs of the school, class and individual children. Other resources and lessons made by teachers are also used when more appropriate.

Children will be able to:

- Recognise the main external parts of the human body
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make friends, talk and share their feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable
- Talk about the characteristics of healthy relationships with friends, family and loved ones
- Form positive relationships including self-respect as well as respect and empathy for others

- Know and have experiences of different family dynamics including through the use of books which represent Lesbian, Gay, Bisexual, Transgender, Queer/Questioning + (LGBTQ+) families and relationships

We recognise that while RHSE will be taught explicitly in lessons as stated above, it will also be incorporated into our everyday teaching to embed the understanding of healthy relationships for our children. We offer a range of provision allowing children to explore the ideas of relationships through play, in addition to exploring relationships and families in books. We recognise we are a diverse school and offer provision which represents this. We have a collection of books, which represent a range of family dynamics and same sex relationships, which we will continue to review and add too. These books will also include characters, which are LGBTQ+ and culturally represent our cohort and community. This starts conversations and allows children to feel they are represented by the stories shared in the Academy. We will then talk to the children about topics that arise from these stories, embedding respect for others and pride in themselves.

Before the teaching of Sex Education, the school will notify all carers informing them of the learning taking place in school. This will outline what will be taught, the language used and how they can discuss this further if they have any concerns.

### **Specific Issues**

When children use nicknames for specific body parts, the correct biological term will be modelled by staff and used when answering.

If children ask 'difficult' questions, teachers will answer using the correct biological language where appropriate. This will be done in a way which is age appropriate for the child/ren. Scientific terms that may be used include vulva, penis, and breasts.

If an issue has arisen during class and the teacher feels this should be talked about by a parent, they will discuss this with the child and parent after school.

### **Visitors**

We encourage children to learn through a variety of experiences and may from time to time encourage visitors to come into the Academy. Visitors may include:

- Community Police Officers
- Firefighters
- Academy Nurse
- A parent
- A pregnant mum

All visitors will speak with the teachers involved before they visit. Teachers will set expectations and learning outcomes for the sessions. Teachers will ensure that the work they do follows the schools planned programme for RHSE and the content is age appropriate and accessible for pupils.

### **Parental Withdrawal**

As set out in the 2020, 'Relationships Education, Relationships and Sex education (RSE) and Health Education' parents/carers are not permitted to withdraw their child from Relationships Education or Health Education. Parents/Carers have the right to request to withdraw their child/ren from all or part of

Sex Education as delivered as part of the statutory SRE, with the exception of those parts included in the National Curriculum. For our Academy, naming external parts of the body and knowing that animals and humans reproduce is the extent of the discussion related to sex. This is taught as part of the science curriculum and is statutory, therefore children may not be withdrawn from these lessons. We teach children to talk about feelings and support them in developing positive relationships between peers and adults.

Upon requesting to remove their child/ren from all or part of Sex Education, carers will be invited to meet with the Head Teacher to discuss their decision. The Head Teacher will listen to their reasoning for wanting to excuse their child/ren from this learning. The Head Teacher will explain to the carers what would be covered in these lessons and the impact it could have on their child if they were removed. All requests for withdrawal from Sex Education will be documented appropriately including but not limited to the request to withdraw their child/ren and meetings that take place between staff and carers/children regarding the withdrawal.

Any children removed from Sex Education at the wishes of the carers will be provided alternative, purposeful work in a different workspace during the time these lessons take place.

### **Assessment, Recording and Reporting**

Teachers will make informal assessments of the children throughout the year. Any work completed will be recorded alongside the PSHE programme of work. RHSE will not be assessed as a separate subject, but alongside other relevant subjects such as Science. Carers will be informed of any necessary information.

### **Monitoring and Evaluation**

Subject leads are given the time and opportunities to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of teaching throughout the school and enables the subject leader to support teachers with planning. RHSE lessons are overseen by staff including but not limited to PSHE, RE, PE and Science subject leaders.

Grace Poole

Reviewed September 2024

Next review September 2025