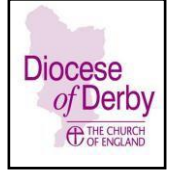
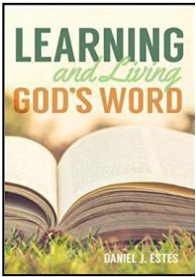




Langley Mill Church of England (Controlled) Infant School and Nursery



Relationships and Sex Education Policy (RSE)



'In your relationships with one another, have the same mind set as Christ Jesus.'

Philippians 2:5

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Always our best for God, Each Other and Ourselves.

Written / Reviewed by	Date	Changes Made		New Policy/Version		Next Review Date
		Yes	No	Yes	No	
Suzanne Gardner	January 2025	Yes	No	Yes	No	January 2026

Langley Mill Church of England Infant School and Nursery Relationships, and Sex Education Policy (RSE)

1. Aims

The aims of relationships and sex education at Langley Mill Church of England Infant School and Nursery are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives.

At Langley Mill Church of England Infant School and Nursery we place high value and importance on family life and we aim to reflect the different family backgrounds our children come from. We will help the children develop knowledge and understanding of what caring and loving families are.

The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who they should speak to when they feel unsafe or worried about something.

Our aim is for the children to develop feelings of self-respect and pride in themselves. We aim to develop the children's empathy towards others, understanding that although people and families may be different everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

2. Statutory requirements

As a maintained 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 national curriculum relating to humans and growth. For Key Stage One children this only includes the following:

- 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.
- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense

Notes and guidance (non-statutory)

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.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

In teaching RSE, we must have give regard to 'The Relationship Sex and Health Education Guidance July 2019 issued under the Section 80A of the Education Act 2002 and SECTION 403 OF THE Education Act 1996 'DfE the secretary of state as outlined in section 403 of the Education Act 1996.

At Langley Mill Church of England Infant School and Nursery we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors, staff and parents in a fair and robust way. The consultation and policy development process involved the following steps:

- **Headteacher review** – the headteacher pulled together all relevant information including latest national and local guidance;
- **Governor consultation** – governors were asked to read and agree the content of the draft policy prior to consultation with staff and parents;
- **Staff consultation** – all school staff were given the opportunity to look at latest guidance, review the draft policy formulated from this and make recommendations.
- **Parent consultation** – parents were invited to comment on/ask questions regarding the content of the draft policy;
- **Governor ratification** – once amendments were made, the policy was shared and ratified with governors and published on the school website.

4. Definition

Relationships 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

At Langley Mill Church of England Infant School and Nursery we follow the Derbyshire 'PSHE Matters' scheme which allows children to explore relationships, living in the wider world and health and wellbeing. An overview of our PSHE curriculum is set out in Appendix 1 which has been

developed 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 age appropriate manner.

6. Delivery of Relationship and Sex education

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). **Specific RSE objectives are highlighted blue on the school progression grids.**

Aspects of RSE are referred to in whole school and year group assemblies, especially when exploring themes such as tolerance, respect and understanding of others.

At Langley Mill Church of England Infant School if a child asked for the correct terminology for private areas the staff would give children the accurate and scientific name, however, this is not taught as part of our curriculum.

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

Governing Body

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

Headteacher

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

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.

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 children from relationships education. As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.

9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through learning walks, pupil and staff feedback, book/learning journey looks and planning monitoring.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every **year**. At every review, the policy will be approved by the governing body.

Links with other Policies

RSHE has links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equalities Policy
- Health and Safety Policy
- On line safety Policy
- Personal, Social and Health Economic Policy (PSHE)
- Religious Education Policy (RE)
- Safeguarding/Child Protection Policy
- Science Policy
- Special Educational Needs/Disabilities Policy (SEND).

Appendix 1 – Curriculum content

	EYFS	KEY STAGE ONE
DRUG EDUCATION	<ul style="list-style-type: none"> • Knowing what is safe and unsafe to eat/drink. • Understanding what medicine is and how it should be used safely. • Knowing ways to keep self healthy. • Able to ask for help if needed. 	<ul style="list-style-type: none"> • The importance of physical, mental and emotional health. • How to make informed choices. • The role of drugs as medicines. • Alternatives to taking medicines. • Household products, including medicines, can be harmful if not used properly. • Rules for and ways of keeping safe. • Their shared responsibility for keeping themselves and others safe.
EXPLORING EMOTIONS	<ul style="list-style-type: none"> • Naming and talking about some feelings. • Being aware of the ways feelings feel in our bodies. • Knowing that actions can affect others. • Taking account of what others say. • Being kind to others. • Knowing that some behaviours are unacceptable. 	<ul style="list-style-type: none"> • Recognising a range of feelings in ourselves and other people. • Recognising how others show feelings and how to respond. • Recognising that their behaviour can affect others. • Communicating feelings to others. • Developing simple strategies for managing feelings. • Using words to describe a range of feelings.
BEING HEALTHY	<ul style="list-style-type: none"> • Talking about healthy food choices. • Knowing the signs of physical exercise and understanding that exercise is good for us. • Managing to use the toilet independently (usually). • Washing and drying hands independently. • Knowing the importance of sleep. • Knowing the importance of cleaning teeth. 	<ul style="list-style-type: none"> • Exploring what a healthy lifestyle means. • Identifying the benefits of a healthy lifestyle. • Identifying ways of keeping healthy. • Recognising what they like and dislike. • Recognising that choices can have good and not so good consequences. • Setting simple goals. • Recognising the importance of personal hygiene. • Developing simple skills to help prevent diseases spreading.
GROWING UP	<ul style="list-style-type: none"> • Asking for help. • Helping others. • Knowing that babies grow into adults. • Knowing the difference between young and old. • Knowing what humans need to grow. • Recognising how young and old are similar and different. 	<ul style="list-style-type: none"> • The process of growing from young to old. • Exploring growing and changing and becoming independent. • The correct names for the main parts of the body (including external genitalia). • Identifying people who they can ask for help and think about how they might do that. • Identifying ways of keeping safe and knowing they do not keep secrets. • About privacy in different contexts.
CHANGES	<ul style="list-style-type: none"> • Identifying changes? E.g. when the caterpillar changes to a chrysalis. • Talking about changes: how things are different/similar/stay the same. • Talking about feelings around changes. • Identifying patterns in changes. • Adapting to changes. • Understanding why some changes happen or need to happen. 	<ul style="list-style-type: none"> • Exploring what change means. • Exploring loss and change and the associated feelings. • Exploring the changes of growing from young to old. • Managing change positively. • Identifying strategies and where to go for help.

BULLYING MATTERS	<ul style="list-style-type: none"> • Explaining why we are unique and special. • Understanding why kindness to others is important. • Understanding that bullying is wrong. • Explaining how people can be unkind to others. 	<ul style="list-style-type: none"> • Recognising their behaviour can affect others. • Listening to others and working cooperatively. • Identifying that people's bodies can be hurt. • Recognising when people are being unkind to them or others, who to tell and what to say. • Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. • Identifying strategies to resist teasing/ bullying if experienced or witnessed.
BEING ME	<ul style="list-style-type: none"> • Talking about likes and dislikes. • Identifies similarities and differences. • Joining in new activities. • Encouraging peers to join in. • Persevering when experiences are difficult. • Taking account of what others say. 	<ul style="list-style-type: none"> • Recognise they belong to different groups and communities such as family and school. • Explore ways in which they are all unique. • Identify ways in which we are the same as all other people; what we have in common with everyone else. • Offer constructive support to others. • Identify what makes them special.
DIFFERENCE AND DIVERSITY	<ul style="list-style-type: none"> • Talking about similarities and differences in different contexts. • Forming positive relationships with adults. • Forming positive relationships with other children. • Initiating play. • Inviting others to join in my play. • Taking what others say into account. 	<ul style="list-style-type: none"> • Understanding that they belong to different groups. • Identifying ways in which they are unique. • Sharing opinions on things that matter using discussions. • Identifying and respecting the differences and similarities between people.
BEING RESPONSIBLE	<ul style="list-style-type: none"> • Demonstrating good manners. • Understanding the importance of washing hands and catching sneezes. • Understanding that recycling is a responsible thing to do. • Knowing that actions affect other people. • Understanding own points of view. 	<ul style="list-style-type: none"> • Identify how they can contribute to the life of the classroom and school. • Construct and explore the importance of rules. • Explore and understand that everyone has rights and responsibilities. • Identify what improves and harms their environments. • Recognise what is fair/unfair, right/wrong, kind/unkind.
BEING SAFE	<ul style="list-style-type: none"> • Knowing how to ask for help when needed. • Following rules and boundaries. • Knowing that some behaviour is unacceptable. • Labelling some feelings like happy, sad, and angry. 	<ul style="list-style-type: none"> • Identifying household products are hazards if not used properly. • Exploring rules for and ways of keeping safe in a range of situations. • Knowing who to go to if they are worried. • Recognising that they share a responsibility for keeping themselves and others safe. • Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. • Understanding why rules are important in keeping us safe. • Identifying people who work in the community and how to ask for help.
RELATIONSHIPS	<ul style="list-style-type: none"> • Knowing that some things are right and some things are wrong. • Playing with others. • Taking turns. • Understanding that actions affect others. • Knowing people who help us. • Understanding the importance of family. 	<ul style="list-style-type: none"> • Recognising our behaviour can affect others. • Recognising what is fair and unfair, kind and unkind, what is right and wrong. • Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • Offering constructive support and feedback to others. • Identifying their special people (family, friends, carers) and how they should care for each other.

