



RELATIONSHIPS AND SEX EDUCATION POLICY

Netherhall St James Infant and Nursery School

Developed by: Kirsty McGrath

Approved by: Governing body

Review	Date of Approval	Version Approved	Approved by	Comments and amendments
	July 2020	1.0	Governing body	
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	12 th September 2023	3.0	Curriculum committee	
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*Learning together in God's Love
Love, Trust, Respect, Compassion*

We've embraced
thrive
in our Setting

Rationale

At Netherhall St James Infant and Nursery School our aim is to promote health and well-being of our pupils through a well-planned, creative curriculum that educates pupils about healthy lifestyle choices. We will ensure that the school environment for teaching and learning is safe, secure and nurturing. We strive to ensure that all children feel, supported, valued and are treated with respect. Our core values of – Respect, Compassion, Trust and Love are fundamental in developing pupils to be happy, resilient children.

Aims

The aims of relationship, health and sex education (RSE) to our school are to:

- Provide a high quality PSHE curriculum that promotes and develops the spiritual, moral, cultural, mental and physical development and health of pupils.
- Provide a curriculum that will prepare pupils for the opportunities, responsibilities and experiences of later life.
- Provide a positive culture around sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As a maintained primary school we must provide Relationship 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 elements of sex education contained in the science curriculum.

In teaching RSE we, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996

At Netherhall St James Infant and Nursery School we teach RSE as set out in this policy.

Policy Development

- Parent Consultation - Parents were invited to attend a meeting about the policy.
- Staff Consultation – All staff were given the opportunity to look at the policy and make recommendations.
- Pupil Voice – We asked the children exactly what they wanted from their RSE.

Definition

- RSE is about providing knowledge and information to which all pupils are entitled. It reinforces existing knowledge but builds on pupil's skills and understanding of emotional, social, cultural development of pupils. It involves learning about relationships, sexual health, and healthy lifestyles and explores issues and values. It helps pupils to understand their bodies, feelings and behaviours, so they can lead safe, happy and fulfilling lives. It is not about the promotion of sexual activity.

Curriculum

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

Our curriculum has been implemented as a whole school approach, using the same programme from Nursery through to Year 6, providing a graduated programme that takes into account the age and needs of our pupils.

This policy is closely aligned to the schools safeguarding policy. Pupils may ask questions outside the scope of this policy or make disclosures. Members of staff should respond to questions in an appropriate manner and cannot promise confidentiality of potential child protection issues.

Primary sex education in KS1 will focus on:

- The introduction of the processes of reproduction and growth in plants and 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.
- To be able to recognise the differences between boys and girls and use the correct vocabulary to name body parts.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects are taught through our science curriculum, computing and RE curriculum.

Relationship Education focuses on the teaching of the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring relationships
- Respectful Relationships
- Online Relationships
- Being safe

Health Education aims to give our pupils the information they need to make good decisions about their health and wellbeing, to recognize issues in themselves and others and to seek support as early as possible when issues arise. Aspects taught include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Basic first aid
- Our changing bodies
- Medicine safety
- Sun safety

These areas of learning are taught within the context of family life taking care that there is no stigmatisation of children based on their home circumstances (families can include LGBT parents, families headed by grandparents, adoptive parents, foster parents/ carers amongst other structures) along with reflecting sensitively that some young children may have a different structure of support around them (for example young carers or looked after children)

Roles and Responsibilities

- The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.
- The Head Teacher and Senior Leadership is responsible for ensuring that RSE is taught consistently within school.
- Staff will deliver RSE in a sensitive way
- Staff will model positive attitudes to RSE
- Monitor progress
- Respond the needs of individual pupils
- Staff do not have the right to opt out of teaching RSE, staff who have concerns about teaching RSE should consult PSHE lead teacher or Head teacher.

(Lauren Howson – PSHE lead & Louise Berry – SIAMS Lead)

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

Parent's right to withdraw

- Parents do not have the right to withdraw their children from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Training

- Staff are trained on the delivery and use of our PSHE curriculum that encompasses RSE.
- Visitors may be invited from outside school, such as healthcare professionals to deliver specialist support to staff or pupils e.g. First Aid

Monitoring

- The delivery of RSE is monitored by Lauren Howson, Mental Health and wellbeing lead through
 - Planning scrutiny
 - Click book scrutiny
 - Display scrutiny
 - Pupil voice
 - Learning walks

Government review updates 2024:

Updated curriculum

Following the panel's advice, we're introducing age limits, to ensure children aren't being taught about sensitive and complex subjects before they are ready to fully understand them.

We are also making clear that the concept of gender identity – the sense a person may have of their own gender, whether male, female or a number of other categories – is highly contested and should not be taught. This is in line with the cautious approach taken in our guidance on gender questioning children.

Along with other factors, teaching this theory in the classroom could prompt some children to start to question their gender when they may not have done so otherwise, and is a complex theory for children to understand.

The facts about biological sex and gender reassignment will still be taught.

Transparency with parents

Parents have a legal right to know what their children are being taught in RSHE and can request to see teaching materials.

Parents are not able to veto curriculum content, but they should be able to see what their children are being taught, which gives them the opportunity to raise issues or concerns through the school's own processes, if they want to.

Age Limits

In primary school, we've set out that subjects such as the risks about online gaming, social media and scams should not be taught before year 3. Puberty shouldn't be taught before year 4, whilst sex education shouldn't be taught before year 5, in line with what pupils learn about conception and birth as part of the national curriculum for science.

Following the consultation, the guidance will be statutory, which means schools must follow it unless there are exceptional circumstances.

There is some flexibility within the age ratings, as schools will sometimes need to respond to questions from pupils about age-restricted content, if they come up earlier within their school community.

In these circumstances, schools are instructed to make sure that teaching is limited to the essential facts without going into unnecessary details, and parents should be informed.