



## **Relationships and Sex Education Policy Broadmeadow Infant and Nursery School**

### **School statement**

RSE is lifelong learning about relationships, sex, sexuality, emotions, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. DFES guidance 2000 states 'It is not about the promotion of sexual orientation or sexual activity this would be inappropriate teaching.' It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996). The Dfe statutory document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' states. 'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' (July 2020)

### **Aims and Objectives of the RSE Policy**

- To provide clear guidance for parents, staff and governors.
- Through a moral and values framework reflecting the school philosophy and ethos, encourage the values of respect for self and others, integrity, responsibility for their own actions and caring for themselves and others.

### **Aims and objectives of the curriculum:**

#### **Pupils will:**

- have the confidence and self-esteem to value themselves and others
- understand about the range of relationships, including the importance of family and stability for the care and support of children (be aware of different family situations)
- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- understand the role the media plays in forming attitudes
- develop the skills and understanding to enable them to make healthy responsible choices about their health and well being.

## Content & Organisation

The school aims to provide a programme of Relationships Education (RSE) in line with the Personal Social Health Citizenship Education (PSHCE) scheme of work. The full curriculum schemes of work for each subject are available on the school website.

The key areas covered in the RSE curriculum are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.
- We do not cover sex education in our school.

Key Concepts taught through the RSE & PSHEC curriculums:

<b>Identity</b>	Their personal qualities, attitudes, skills, attributes and achievements and what influences these
<b>Relationships</b>	Including different types and in different settings
<b>Health</b>	Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, and diet)
<b>Risk and safety</b>	Identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others. (including behaviour and strategies to employ in different settings)
<b>Diversity and equality</b>	In all its forms
<b>Rights and responsibilities</b>	Including the notion of universal human rights, <b>consent</b> , fairness and justice, and caring for the environment
<b>Change and resilience</b>	As something to be managed. The skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
<b>Power</b>	How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
<b>Economic wellbeing</b>	Including enterprise, employability, careers, spending and saving and economic understanding

## Confidentiality

All must be aware that 100% confidentiality cannot be assured, for suspected child protection concerns the school must follow the LA policy and procedure.

## Policy Development and Dissemination

This policy has been developed by consultation with parents, staff and governors. It will appear on the school website.

## Staff Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of

staffs will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above as staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis).

#### Equal opportunities

The school's RSE policy and programme will reflect the ethos of the school, by providing a secure, non judgemental environment in which to learn. There will be no discrimination with regard to gender, race, disability or social background.

#### Monitoring and Evaluation

Teachers, Social Education leader and the Headteacher will undertake informal evaluation. The policy will be renewed annually unless a more immediate response in regard to new guidance is required.