

Relationships and Sex Education Policy Milford School



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Aims

The aims of relationships and sex education at Milford School 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 Milford School 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 their mental wellbeing.

Statutory requirements

As a maintained primary 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.

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 Milford School we teach RSE as set out in this policy.

Policy development

This policy is currently under development in consultation with school leadership, staff, parents and governors. The consultation and policy development process will follow these steps:

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

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.

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, 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 so they are fully informed and don't seek answers online.

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

Delivery of Relationship and Sex education

RSE is not taught as a separate subject but is integrated into the wider curriculum, mainly through our 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). We also incorporate RSE into other areas such as:

- Circle Times
- Stories and role play
- Physical Education
- Topic work
- Assemblies

At Milford School we follow the PSHE association planning model which allows children to explore more about relationships, living in the wider world and health and wellbeing. We also follow the Family Links scheme of work which enables children to build key skills such as self-awareness, self-esteem and empathy through activities to promote discussion during Circle Time sessions.

We reserve the right to adapt teaching as needed, e.g. in response to a child's question or in discussion about a story or an event.

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

At Milford School we cover the KS1 science national requirements for 'animals including humans'. This covers identifying main body parts and life cycles.

At Milford 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 a 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).

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

Roles and responsibilities

1. The governing body

- Will approve the RSE policy, and hold the Headteacher to account for its implementation.
- Will ensure that there is an effective and up to date school policy in place, in line with DfE requirements and school ethos.
- Will monitor how well the policy is used to plan and deliver the RSE policy.

2. The Headteacher will ensure that:

- The Policy is being implemented and RSE is taught consistently across the school.
- Staff and Parents are informed about our RSE Policy.
- Parents/Carers are aware that the school recognises the important role and responsibility that parents have as first teachers of RSE.

- Parents are comfortable to discuss any concerns they may have about RSE.
- Parents/carers are asked to provide further support and assistance when appropriate.

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

4. Pupils

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

5. Parents

- Will help their child/ren to have the age appropriate skills to develop friendships, play in small and larger groups and participate in school life.
- Will work in partnership with school to build on their child/ren's skills so that they enjoy learning, new experiences and are able to make new friendships.

Confidentiality

Staff cannot offer unconditional confidentiality. We are aware that this is a sensitive area of education. Teachers will use their skill and discretion in all situations. Sometimes a child may ask a particularly sensitive question. Teachers will decide in these situations whether it is appropriate to give an answer and whether it should be to the whole class or the individual. In cases of suspected abuse or disclosures of abuse the procedure described in our Child Protection & Safeguarding Policy will be adhered to. The subject of sexual abuse will not be included in the curriculum, however all staff will be vigilant. If the teacher feels that a child is at risk, they will follow the school's child protection procedures.

Parents' right to withdraw

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

Training

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

Monitoring arrangements

The delivery of RSE is monitored by the Deputy and Headteacher through lesson observations, learning walks, feedback from staff and children.

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 the governing body and Headteacher.

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Appendix 1

Relationships and Sex education curriculum map

To be added

Appendix 2

Stories to support the teaching of RSE at Milford School

Topsy and Tim go to School
Peepo
The Hungry Caterpillar
Meg and Mog
Lost
Topsy and Tim Meet New Friends
The Mixed-up Chameleon
The Bad-Tempered ladybird
I Don't Want to go to Bed
5 Minutes Peace
Dogger by Shirley Hughes
The Trouble with Gran
The Little Lion
Knickerless Nicola
Little Beaver and the Echo
Bye Bye Baby
Jump Frog Jump
Alfie's Feet
The Velveteen Rabbit
The Paper Bag Princess
Mr Archimedes' Bath
I Don't Want to go to Bed
John Brown Rose and the Midnight Cat
Along Came Eric
Angry Arthur
Can't You Sleep Little Bear by Martin Wadell
The Owl Who Was Afraid of the Dark
A Surprise Party
Something Else by Kathryn Cave
Last Tree in the City by Peter Carnavas
More People to Love Me by Mo O'Hara
You're Not ugly, duckling! by Steve Smallman
Made by Raffi by Craig Pomranz.
Bob and Flo, the missing bucket by Rebecca Ashdown
Monkey Needs to Listen by Sue Graves

Eat Your Greens, Goldilocks by Steve Smallman
Stinky Jack and the Beanstalk by Steve Smallman
Blow your Nose, Big Bad Wolf by Steve Smallman
Dogger by Shirley Hughes
Snow White and the Very Angry Dwarf by Steve Smallman
The Darkest Dark by Chris Hadfield.
Keep running, Gingerbread man by Steve Smallman
Get some Rest, Sleeping Beauty by Steve Smallman
Tom's Sunflower by Hilary Robinson
Introducing Teddy by Jessica Walton
Mixed by Arree Chung
The Squirrels who Squabbled by Jim Field
Neon Leon by Jane Clarke and Britta Teckentrup
My green day, 10 things I can do today by Melanie Walsh
The Hueys in the New Jumper by Oliver Jeffers

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