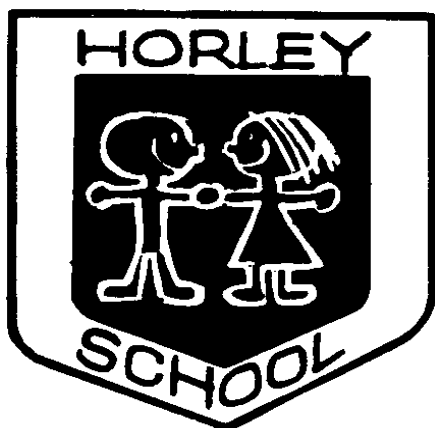


# HORLEY INFANT SCHOOL



## RELATIONSHIP & SEX EDUCATION

Initially Approved On:

September 2016

Reviewed On:

Spring 2022

Staff Link:

Anna Hill

Next Review Date:

Spring 2023

Policy Status					
Statutory	Non-Statutory (Work Programme)	Non-Statutory	Annual Review	Bi-annual Review	Triennial Review
✓			✓		

FGB Review (statutory/work programme policies only):

Achievement & Standards

Link Governor (statutory/work programme policies only):

John Prior

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## **Context**

We have based our schools Relationship and Sex Education policy on the statutory guidance from the DfE issued under section 78 of the Education Act 2002 and the Academies Act 2010.

At Horley Infant School we believe that Relationship and Sex Education (RSE) is essential to enable children to make informed decisions about their lives. RSE is the lifelong learning about physical, moral and emotional development, enabling our children to understand themselves, respect others and sustain healthy relationships in an ever-changing world, enabling them to **begin** to understand and lay the foundations to cope with the modern issues such as body image, cyber bullying and internet safety. We aim to create an environment whereby pupils:

- learn to recognise similarities and differences between themselves and others
- feel confident to identify and share their feelings with each other in a mutually respected way, enabling them to recognise and build positive relationships
- recognise safe and unsafe situations and can identify and be able to talk to someone they trust

## **Statutory Relationships and Health Education**

From September 2020 Relationship Education and Health Education is compulsory for all pupils receiving primary education. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.'

## **PSHE**

At Horley Infant School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We incorporate the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work that brings consistency and progression to our children's learning in this vital curriculum area.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The curriculum mapping document, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

## **Relationships Education**

Relationships Education in our school will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

Health Education includes an understanding of how to maintain good physical health and mental wellbeing. Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

## **Sex Education**

The DfE recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school.'

At Horley Infant School all teaching of Sex Education is taught in an age appropriate way for Early Years Foundation Stage and Key Stage 1, incorporating the Jigsaw (Personal, Social and Health Education) scheme of work which specifically explores themes entitled Relationships and Changing Me. These themes are sensitively adapted to meet and support the needs and feelings of every child as they grow.

Maintained primary schools must teach the National Curriculum, which includes some sex education within science. In Science lessons in Key Stage 1 the children are taught about life cycles, how humans change and grow and how a baby is born (the mother gives birth). We also look at naming the parts of the body, and when doing so, we ensure the correct terminology is used.

In Year 2, a sequence of lessons has been produced, enabling children to investigate the science objectives in more detail. This provides opportunities to discuss differences and similarities in humans as well as a basic understanding that a man has a seed (sperm) and a woman has an egg and these are used to create a baby. There is no discussion around the process of this and children's questions are handled sensitively and are answered within the realms of the national curriculum with other questions encouraged to be answered at home.

The main content of this understanding of humans and reproduction is delivered during the Summer Term and is normally delivered by the class teacher in whole class, mixed gender groups. This is dual purposed; by introducing children to the correct anatomical terminology (breasts, vagina, penis, testicles), this supports a greater understanding of the NSPCC Pants rules and helps to safeguard children from potential harm.

## What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Horley Infant School we ensure that each puzzle unit is taught termly in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

## Parents' right to request their child be excused from Sex Education

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. A topic web will be sent home prior to the lessons being taught so parents are aware.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher, class teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. A parent must put down in writing their reasons for withdrawal using the e-form below. Once a child has been withdrawn, they cannot take part in the areas identified within the SRE programme until the request for withdrawal has been removed.

Request for Withdrawal E-Form:

[https://forms.office.com/Pages/ResponsePage.aspx?id=IA12Tu1PeUmi\\_aSdaN1tmRV-qVN3Mjp1JilSKf9ofPTJUNFUzRVJNTTlyVUtaRTJRTUk2UVowRjJNUS4u](https://forms.office.com/Pages/ResponsePage.aspx?id=IA12Tu1PeUmi_aSdaN1tmRV-qVN3Mjp1JilSKf9ofPTJUNFUzRVJNTTlyVUtaRTJRTUk2UVowRjJNUS4u)



### Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated School Safeguarding Lead (DSL) who takes action as in the Child Protection Policy.

### Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

### **Monitoring and Review**

The RSE scheme of work will be monitored regularly to ensure there is an effective implementation of this policy. The impact of lessons will be evaluated by scrutiny of pupils' work, learning walks and obtaining pupil voice after learning. If appropriate, planning will be modified and training offered to staff in order to improve provision and raise standards. The governing body monitors and reviews our relationship and sex education policy as part of the monitoring cycle.

Elements of the sex education in the science curriculum are assessed formally as part of the Science curriculum. Assessment and evaluation of the SRE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering SRE should regularly evaluate their lessons to inform future planning.

### **Equality**

The school is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

## Mapping our Horley Infant School RSE Programme to the DFE RHE Guidance

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

### EYFS

Although the DfE guidance does not specifically have outcomes for the Early Years Foundation Stage, good practice within this age range lays a solid foundation for the learning which will follow in later years. Jigsaw as a whole, is designed to support the EYFS PSE development (Personal, Social, Emotional) outcomes and much of this work underpins Relationships and Health Education. The Learning Intentions from each Jigsaw F2 lesson (session), that are directly related to RSE, are included below.

EYFS- Ages 4-5					
Being Me in MyWorld Autumn 1	CelebratingDifference Autumn 2	Dreams and Goals Spring 1	HealthyMe Spring 2	Relationships Summer 1	ChangingMe Summer 2
I can understand how it feels to belong and that we are similar and different.	I can identify something I am good at and understand everyone is good at different things.	I can use kind words to encourage people.	I understand that I need to exercise to keep my body healthy.	I can identify some of the jobs I do in my family and how I feel like I belong.	I can name parts of the body.
I can start to recognise and manage my feelings.	I understand that being different makes us all special.		I understand how moving and resting are good for my body.	I know how to make friends to stop myself from feeling lonely.	I can tell you some things I can do and foods I can eat to be healthy.
I understand why it is good to be kind and use gentle hands.	I know we are all different but the same in some ways.		I know which foods are healthy and not so healthy and can make healthy eating choices.	I can think of ways to solve problems and stay friends.	I can express how I feel about moving to Year 1.
	I can tell you how to be a kind friend.		I know how to help myself go to sleep and understand why sleep is good for me.	I am starting to understand the impact of unkind words.	I can talk about my worries and/or the things I am looking forward to about being in Year 1.
	I know which words to use to stand up for myself when someone says or does something unkind.		I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.	I can use Calm Me time to manage my feelings.	
			I know what a stranger is and how to stay safe if a stranger approaches me.	I know how to be a good friend.	





Relationships Education		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	<b>2</b>	<b>5</b>			<b>2</b>			<b>6</b>			<b>3</b>	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		<b>5</b>			<b>2</b>			<b>6</b>			<b>6</b>	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	<b>3</b>	<b>5</b>			<b>2,5</b>			<b>5</b>			<b>3</b>	
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		<b>5</b>			<b>2,5</b>			<b>6</b>			<b>3</b>	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		<b>5</b>			<b>2,4,5</b>			<b>4</b>			<b>5</b>	

Relationships Education		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	<b>3,6</b>	<b>1,2,6</b>	<b>3</b>		<b>2,6</b>		<b>2-6</b>	<b>5,6</b>	<b>3</b>		<b>3,5</b>	

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		<b>5</b>			<b>6</b>		<b>5,6</b>	<b>4,5</b>	<b>3,4</b>		<b>5</b>	
(R14) the conventions of courtesy and manners	<b>2,3</b>				<b>3</b>		<b>2-6</b>	<b>4,5</b>	<b>3-6</b>			
(R15) the importance of self-respect and how this links to their own happiness				<b>6</b>	<b>5</b>	<b>5</b>	<b>3,4</b>		<b>2</b>			<b>5</b>
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	<b>3,6</b>	<b>1,2</b>	<b>3</b>		<b>4,6</b>		<b>2-4</b>	<b>4-6</b>	<b>3-6</b>		<b>2-5</b>	
(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		<b>3,4</b>						<b>3</b>				
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive								<b>1,2</b>				
(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults		<b>5</b>			<b>3,4</b>	<b>4</b>	<b>2</b>	<b>4,5</b>	<b>4-6</b>		<b>2,4</b>	<b>5</b>

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website		4			4	
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous				Additional lesson on website			3				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson on website			3			4	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Additional lesson on website							
	(R24) how information and data is shared and used online											

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe					3	4					4	4,5
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4					2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4						2	

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		<b>3,4</b>				<b>4</b>					<b>2</b>	<b>4,5</b>
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			<b>5</b>		<b>5</b>			<b>4</b>	<b>2</b>		<b>2</b>	<b>5</b>
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		<b>4</b>						<b>4</b>			<b>4,5</b>	<b>5</b>
(R32) where to get advice e.g. family, school and/or other sources		<b>4</b>			<b>4</b>	<b>6</b>	<b>2</b>	<b>4</b>			<b>2,4</b>	<b>5</b>

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental Wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				<b>1,2</b>						<b>2</b>		
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	<b>4</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>1,5,6</b>	<b>1,5</b>	<b>2</b>	<b>4-6</b>	<b>6</b>
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	<b>4</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>1,5,6</b>	<b>1,5</b>	<b>2</b>	<b>4-6</b>	<b>6</b>
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	<b>5</b>		<b>5</b>			<b>2</b>		<b>4</b>	<b>6</b>			
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				<b>1,2,6</b>						<b>1,2,4-6</b>		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				<b>1-6</b>	<b>5,6</b>					<b>1-6</b>		
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	<b>1</b>	<b>3,4</b>						<b>5</b>				

	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4					3				
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		4		4			4				

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits												
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing									2			
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private							3					
	(H14) why social media, some computer games and online gaming, for example, are age restricted												
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health							3				3	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted												
	(H17) where and how to report concerns and get support with issues online								4				

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				<b>1-6</b>						<b>1-3, 5,6</b>		
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				<b>1,2</b>						<b>1,2</b>		
	(H20) the risks associated with an inactive lifestyle (including obesity)										<b>1,6</b>		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				<b>5</b>							<b>3</b>	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				<b>2</b>						<b>4,5</b>		
	(H23) the principles of planning and preparing a range of healthy meals				<b>2</b>						<b>4,5</b>		
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				<b>6</b>							<b>4,5</b>	



