



Review date: September 2021

Relationships and Sex Education Policy

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 you should speak to when you 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.

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 in 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
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

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

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.

For more information about our curriculum, see our curriculum map in Appendix 1.

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).

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 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.

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.

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

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).

Roles and responsibilities

7.1 The governing body

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

7.2 The Headteacher

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

7.3 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

7.4 Pupils

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

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.

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.

Relationships and Sex education curriculum map

YEAR	TERM	CURRICULUM COVERAGE
Year R	Autumn 1	<p>Me – a special person</p> <p>Children will learn about –</p> <ul style="list-style-type: none"> • Recognising their own uniqueness • Recognising and naming a range of emotions e.g. happy, sad, cross, worried etc • The conventions of courtesy and manners
	Autumn 2	<p>My special people</p> <p>Children will learn –</p> <ul style="list-style-type: none"> • that families are important because they give love, security and stability. • How family and friendships are important in making us feel happy and secure • How people choose and make friends
	Spring 1	<p>Being healthy and safe</p> <p>Children will learn about –</p> <ul style="list-style-type: none"> • The importance of healthy diet and lifestyles • Feeling well and unwell
	Spring 2	<p>Growing and changing</p> <p>Children will learn about –</p> <ul style="list-style-type: none"> • Personal hygiene and the importance of handwashing. • Dental health and the benefits of good oral hygiene
	Summer 1	<p>People who help</p> <p>Children will learn about –</p> <ul style="list-style-type: none"> • The importance of spending time together with your family and sharing and supporting each other's lives • Recognising who to trust and who not to trust • Understanding that there are similarities and differences between people.
	Summer 2	<p>Being involved</p> <p>Children will learn about –</p> <ul style="list-style-type: none"> • Healthy friendships that are welcoming and inclusive • The importance of giving and co-operating in relationships with friends, peers and adults

Year 1	Autumn 1	<p>Working well together</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • Being respectful to others • Developing healthy friendships • How friendships make us feel happy and secure • How people choose and make friends • Understanding how to maintain a friendship
	Autumn 2	<p>Other people are special too</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • Understanding how others feel and how to respond • knowing the different groups to which they belong: families, friends, school, etc • recognising worth in others • recognising the ways their own behaviour affects others • make positive statements about others
	Spring 1	<p>Caring for myself</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • developing skills for maintaining personal hygiene, cleaning teeth, washing hands • being motivated to be clean and healthy • think about what can go on their body and in their body and that some substances can be harmful
	Spring 2	<p>Caring for others</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • Understanding that people sometimes have families that look different to our own • Importance of quality family time together. • consider the value of being part of different groups and communities • respect other peoples achievements
	Summer 1	<p>Keeping safe</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • Knowing how to recognise and report feelings of being unsafe • Knowing where to get advise e.g. family, school • How to respond safely and appropriately to adults they encounter, including online.
	Summer 2	<p>Looking forward</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • Knowing the importance of self-respect and how this links to their own happiness. • Understanding that there is a normal range of emotions and that we experience them in relation to different experiences and situations. <p>Developing a varied vocabulary to describe their emotions.</p>

<p>Year 2</p>	<p>Autumn 1</p>	<p>Who is in charge?</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • the communities that they are a part of including their families and the wider community • the people in their community who they can trust that can help and support them • being self-confident and developing respect for themselves
	<p>Autumn 2</p>	<p>Celebrating and recognising differences</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • recognising and naming feelings. • being proud of who they are and recognising different does not mean better or worse. • The importance of respecting others even when they are very different from them • How families sometimes look different from theirs • What a stereotype is, and how stereotypes can be unfair, negative and destructive.
	<p>Spring 1</p>	<p>My body is important</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • What constitutes a healthy diet • The principles of planning and preparing healthy meals. • The mental and physical benefits of an active lifestyle. • The importance of regular exercise in daily and weekly routines. • Knowing that each person's body belongs to them (PANTS rule)
	<p>Spring 2</p>	<p>Changing friendships</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure. • The characteristics of friendships – mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, supporting with problems and difficulties. • Healthy friendships- they are positive and welcoming towards others, and do not make others feel lonely or excluded. <ul style="list-style-type: none"> • Friendships have ups and downs and that these can be worked through to repair or even strengthen the friendship.

	<p>Summer 1</p>	<p>Taking charge</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • Recognising and talking about their emotions and developing a more varied vocabulary when talking about their own and others emotions. • How to judge what they are feeling and how they are behaving is appropriate and proportionate. • 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
	<p>Summer 2</p>	<p>Looking forward</p> <p>Children will learn about-</p> <ul style="list-style-type: none"> • recognising who to trust and who not to trust • how to judge when a friendship is making them feel unhappy or uncomfortable • how to manage these situations and how to seek help or advice from others, if needed • they can expect to be treated with respect by others (within school and the wider society), and that in turn they should show due respect to others, including those in positions of authority
	<p>Across the year</p>	<p>Online relationships</p> <p>Children will learn –</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

	<p>Across the year</p>	<p>Internet safety and harms</p> <p>Children will learn-</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online • about the impact of positive and negative content online on their own and others' mental and physical wellbeing. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • where and how to report concerns and get support with issues online.
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RSE policy (model for consultation)

<p>Date created: October 2020</p>	<p>Authors: N.Jones/A.Stear</p>
<p>Date ratified by Governing Body:</p>	<p>Date for review:</p>