



**BLOSSOMFIELD**  
— Infant School —

# **Relationships and Sex Education**

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## Relationships and Sex Education Policy 2012

This document is a statement of aims, objectives, principles and strategies for teaching and learning with regard to Relationships and Sex Education (RSE) at Blossomfield Infant School.

Governors at Blossomfield are fully aware and committed to their statutory responsibilities with regard to RSE. The policy will be reviewed annually and amended as necessary.

### **How this policy was developed.**

Children learn about relationships and sex both formally and informally. Formal learning happens as a result of planned and sometimes unplanned, opportunities with parents, carers, teachers, and health workers as well as from books and leaflets. Informally, children pick up lots of ideas from the media, including soap operas, television programmes, advertisements, and films. They also learn from situations going on around them, for example, their happy, positive relationships with family and friends or from situations such as parental divorce or separation, or experiences of domestic violence. Some of what they learn is accurate and helpful; some is based on ignorance and prejudice and can worry children. They need support to make sense of what they learn from their environment.

At Blossomfield we realise that we have a valuable, positive role to play in the development of the children in our care, so they are able to deal with the positive and negative relationship situations in their lives, and can find answers to their questions. Obviously for young children, parents and carers have the main role in this, but there are occasions where this is not possible. Research shows that not all parents and families feel confident in talking to their children about relationships and about sex. At Blossomfield the partnership approach, between school and families, to educating and supporting children is crucial. The prevailing culture in this country is one in which we do not talk sensibly about sex and relationships. This leads to *"silence, embarrassment and misinformation about sex and relationships. Unless adults take responsibility for talking with children about sex and relationships, they are left with anxieties and concerns."*

*(Assessment, Evaluation and Sex and Relationships Education  
National Children's Bureau Spotlight Series)*

Initially a stakeholder's working party was established, in order to give people involved with the school a 'voice' in the development of this crucial policy. The school PSD co-ordinator headed the SRE working party which consisted of teachers (from both key stages), teaching assistants, a lunchtime supervisor, governors, and parents.

An evening was arranged in the Autumn term 2011 for parents, staff and governors to learn about SRE for young children. It was run by the LA's PSD team who were able to answer parents' concerns and questions.

This policy takes full account of the school's legal obligations, the latest DFES guidance - 'Sex and Relationships Education Guidance' (2000), guidance from the National Healthy Schools Standard (2001) and has been written in accordance with LEA Guidelines for RSE.

## **What is RSE?**

Relationships and sex Education (RSE) is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, and stable, loving relationships, respect, love and care.

*Adapted from DFEE 0116/2000, SRE Guidance*

RSE in primary schools serves to protect children from harm. It gives them an important knowledge of their own bodies, and it helps them to identify inappropriate or unsafe behaviour or experiences, and encourages them to get help from a trusted adult should they need to.

*From the Sex Education Forum 2011*

RSE is an integral part of PSHE (Personal, Social, and Health Education), and includes three elements:

### **Knowledge and Understanding**

- The acquisition of accessible, relevant and age appropriate information
- Learning and understanding physical development at appropriate stages
- Understanding emotions and relationships, human sexuality and sexual health

### **Attitudes and Values**

- The clarification and development of attitudes and values that support self-esteem and are positive to health and well-being
- Learning the value of family life, and stable and loving relationships for the nurture of children
- Learning the value of respect love and care and development of respect for themselves, and for others, at home, at school and in the community
- Exploring, considering and understanding age appropriate moral dilemmas

### Personal and Social Skills

- The development of personal and social skills to enable emotional development, interaction with others, active participation in society, and the making of positive healthy choices
- Developing self respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to be strong enough to make the right choice even if it means going against peer pressure

### Legal considerations

- Children must learn about the nature of marriage and the importance of loving stable relationships for family life and the bringing up of children (Learning and Skill Act 2000)
- Young people should be protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of pupils concerned (Learning and Skill Act 2000)
- Parents have the right to withdraw their children from the non-statutory elements of RSE (Education Act 1996)
- Schools have a statutory duty to promote the wellbeing of their pupils (Education and Inspections Act 2006)
- Both mainstream and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in learning about relationships and about sex

*The school curriculum should promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.*

Adapted from the Revised National Curriculum Handbook.

## **Every Child Matters**

The work done in school on RSE makes an important contribution to the Every Child Matters outcomes for all children. It particularly supports the outcomes:

- Being healthy
- Staying safe

## **Statement of values**

RSE will reflect the values of the PSD curriculum that are in evidence throughout school and in our aims. As a result of our latest consultation with staff, children and governors about our school values, those identified below are felt to be of particular pertinence in RSE. Alongside them are examples of what these values look like in action.

## **Love and Care/Relationships**

- commitment within family life, and stable loving relationships
- compassion for others within the family, school and wider community
- relationships where people care for one another
  - to experience contentment as a result of fulfilling relationships
- to be and feel valued as individuals

## **Understanding**

- giving children accurate information appropriate to their age, needs and development

- answering questions honestly but with regard to their age, needs, development and the nature of the question
- confidence to express opinions and make informed choices

### **Responsibility**

*-teachers have a responsibility to ensure that their attitudes do not affect their teaching*

- children taking responsibility for themselves and their choices
- quality RSE as an entitlement for all children
- understanding of differing gender needs and a commitment to meet those needs

### **Respect**

- showing awareness of and consideration for diversity within different types of relationship and family group
- the right for children to have their opinion heard and for them to be able to amend or change opinions

### ***Statement of Aims***

RSE contributes to our PSD curriculum by ensuring that all children:

- Develop confidence in talking, listening, making responsible decisions and thinking about feelings and relationships;
- Are able to name parts of their body and describe how their bodies work;
- Can protect themselves and ask for help and support.

## *Delivering RSE in school*

The main areas which are covered in our taught curriculum which relate to RSE include:

- Caring for each other
- Responsibility for health and hygiene
- Relationships (getting on and falling out)
- Safety (physical and emotional)
- Growing up
- Difference and Diversity

In the Foundation Stage, the Early Learning Goals for PSE support the development of RSE and by the end of Foundation Stage most children will:

- Be confident to try new activities, initiate ideas and speak in a familiar group
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs views and feelings of others
- Have a developing respect for their own cultures and beliefs and those of other people
- Respond to significant experiences, showing a range of feelings when appropriate
- Form good relationships with adults and peers
- Work as part of a class or group, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people to work together harmoniously
- Understand what is right, what is wrong, and why
- Dress and undress independently and manage their own personal hygiene
- Consider the consequences of their words and actions for themselves and others
- Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

In key stage one RSE will build on this personal and social development work carried out to meet the Early Learning Goals at the Foundation Stage.

**The class teacher will teach aspects of RSE as an integral part of the school's PSD provision. Elements will also be covered within the statutory science orders of the National Curriculum and RE curricula.**

By the end of Key Stage 1 pupils will be able to do the following:

- Recognise and compare the main external parts of the bodies of humans \*
- Recognise similarities and differences between themselves and others and treat others with sensitivity\*
- Identify and share feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel safe unsafe and uncomfortable

Pupils will know and understand:

- That animals, including humans, grow and reproduce\*
- That humans and animals can produce offspring and these grow into adults\*
- The basis rules for keeping themselves safe and healthy
- About safe places to be and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- They have control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts (vagina, penis, testicles, breasts)
- Why families are special for caring and sharing

( \* part of National Curriculum Science Requirements)

## ***Considerations***

### **Inclusion**

Children have varying needs regarding RSE depending on their circumstances and background. Blossomfield strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

## **Varying home backgrounds**

We recognise that our pupils come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no prejudice of children based on their home circumstances.

## **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult parents and carers about their needs, take account of their views, and promote respect for and understanding of different ethnic and cultural groups.

## **Sexuality**

Children may have parents, carers, brothers or sisters, or other family members or friends who are gay, lesbian or bi-sexual. At this stage we will answer children's questions on such issues as they arise, in a sensitive and honest way. Should it happen, we will tackle any homophobic bullying immediately.

## **Special Educational Needs**

We take account of the fact that some children may have physical, learning, emotional or behavioural difficulties that result in particular needs. All children at Blossomfield will experience a programme of relationships and sex education at a level which is appropriate for their age and educational needs.

## **Parental withdrawal**

Under the 1996 Education Act pupils can be withdrawn by their parents/carers from parts of sex education that are outside the compulsory elements of sex education contained within the Science National Curriculum. We understand that whilst most parents are very positive about RSE, for some it may appear daunting. Parents wanting to exercise this right at Blossomfield are invited to discuss their concerns with the Head or PSD co-ordinator, who will very happily explain our taught curriculum and find solutions with regard to any concerns. Letters will be sent to Year 1 parents giving them this option, in the term when 'private' body parts are named.

## **Confidentiality**

We are a listening school and children are encouraged to talk openly in a safe environment. We teach them about the importance of confidentiality in certain situations, but also that teachers cannot not promise confidentiality. If a child tells them something and the teacher believes they are at risk of significant

harm, then the Head and the Designated Member of Staff **MUST** be informed and action taken in the best interest of the child.

We ask that every person working with our children should read and understand the Confidentiality for Visitors statement which includes statements such as:

- Help us in providing supportive opportunities for pupils to talk
- Only talk in a professional manner about pupils and their families
- Never promise unconditional confidentiality (keeping a secret) to a pupil
- Potential safeguarding issues ie risk of significant harm, are always referred to the designated member of staff for Child Protection.

When working with a class or a group of children, the school nurse is bound by the school's policy for confidentiality. When working one-to-one with a child, they are bound by their own professional codes of conduct.

### **Complaints**

Complaints by parents or others regarding the curriculum or of a general nature should be discussed initially, as appropriate, with the class teacher or head teacher. It is desirable that complaints should be dealt with informally, but if this is not possible, then a written, formal complaint should be registered with the head teacher, unless it is a matter concerning the head teacher, when it should be directed to the chair of governors. Parents may ask for a copy of the full complaints procedure, available from the school office.

### **Equal Opportunities**

The varying needs of the children regarding RSE depending upon their circumstance and background will be as with all areas of the curriculum considered at the planning stage. (see separate policy)

### **Difficult Questions**

As with all issues in RSE, answers will be given within the values framework established at the start of this policy.

## **Roles and Responsibilities**

RSE at Blossomfield is characterised by a whole school approach that actively involves the whole school community. All teachers and Learning Support staff will take part in the delivery of RSE and supporting the children with particular needs.

Governors have a statutory responsibility for RSE and are regularly consulted about the RSE provision and policy, and one member of the Governing Body is

included in the PSD Working Party. There will be regular reports at *Governors' Curriculum Committee*.

The PSD subject leader will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, the provision of support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

## **Resources**

The resources are compatible with the PSD resources. No one scheme has been adopted. Staff select resources according to the needs of their children. All resources and teaching materials are approved in advance by the PSD subject leader.

Outside agencies/speakers are invited in on a regular basis. They will always clarify with the Head/PSD Leader, the purpose of the involvement.

## **Monitoring, Evaluation and Review**

SRE will be monitored by the PSD leader alongside the PSD through the school's SSE system, for example by:

Reading through long term PSD plans (working documents)

Informal discussions with members of staff.

Discussions with children

More formal discussion in a staff meeting where SRE / PSD are a focus.

Observations of circle time/PSD lessons

Noting comments by parents

## **Adoption of Policy**

This policy will be presented to *Governors* for adoption in April 2012.

It may be amended at any time, but in any case it will be reviewed before September 2013