



## Developing a school policy on Relationships, Sex and Health Education (RSE)

14th December 2020

Dear Parents

As set out by the Department for Education, schools must have in place a written policy for relationships education and RSE (relationships, sex, health education). In developing this policy, schools should consult with Parents to ensure the policy meets the needs of all children and Parents, as well as accurately reflecting the community we serve.

I am keen to seek your views on the content of our policy which will include:

- Definition of relationships education
- Details of what will be taught
- Making the content accessible to all children
- The right to withdraw
- The equality act and the requirement on schools

I have set out how the school will approach each aspect listed above (left hand side of the table). I am also attaching our proposed RSHE curriculum for you to see how this subject will be taught in each year, and how it progresses from reception to the end of KS1. Having oversight of the curriculum will support you in responding to the question where you are asked to describe how we should respond to questions from children.

On the right hand side of the table are some questions for you to answer. Your responses will help us in determining the suitability of what we are proposing to teach and will influence what is taught when, and how. It will also enable us to fully understand our community, and ensure we teach sensitively and inclusively, with respect to the backgrounds and beliefs of our children and yourselves.

<p><b>How we define relationships education</b></p> <p>The school will teach the building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This will begin with what a relationship is, what family means and how children can be supported.</p> <p>Children will learn how to take turns, how to be kind, considerate and respectful, the importance of honesty and truthfulness, permission seeking and giving.</p>	<p><b>How Parents could support us:</b></p> <p>Please tell us how you feel online safety and appropriate behaviour should be taught in a way that is relevant to your child's life? (<i>How does your child use the internet? Do they engage with social media? Do they play online games? What would you like them to know about keeping safe?</i>)</p> <p>Teaching about families requires sensitive and well- judged knowledge of children and their circumstances. We are keen to promote the view that families take many forms and ultimately, should provide a nurturing environment. Is there anything you feel we should know about your family structure to support us with this endeavour?</p>
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<p>Children will be taught the concept of personal privacy, how to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate behaviours.</p> <p>Children will learn that the principles of positive relationships apply on-line and will be taught on-line safety in a way which is relevant to children's lives.</p>	<p>The ability to form strong and positive relationships with others depends on cultivation of character traits and positive personal attributes. Please tell us the ways you feel we could develop opportunities for social action, active citizenship and voluntary service to others?</p>															
<p><b>What we will teach</b> We have organised our curriculum into six concepts to teach key themes. This content will be delivered by Teachers and Teaching Assistants every week.</p> <p><b>Living in the wider world:</b> Our rights and responsibilities, being my best, courtesy and manners, respect others and differences, responding appropriately to other children and adults</p> <p><b>Health and wellbeing:</b> Why we are all special, keeping safe, looking after my body, emotional and physical well-being, physical health and fitness, dental health and handwashing, mental well-being, healthy eating and basic first aid</p> <p><b>Relationships:</b> Looking after myself and others, how to feel safe and secure in a friendship, how to choose and make friends, healthy friendships and</p>	<p><b>How Parents could support us:</b> We recognise that children of the same age may be at developmentally different stages, leading to differing types of questions or behaviours. We will use children's interests and prior experiences to shape our teaching.</p> <p>Please rate the level of interest your child has in relation to the content of our curriculum, and add any comments if you wish. Please tick the box which you feel indicates where they are developmentally.</p> <p><b>Living in the wider world</b></p> <table border="1" data-bbox="411 1167 1465 1352"> <tr> <td>1 Still learning these skills</td> <td>2 Has learnt some of these skills</td> <td>3 Has learnt most of these skills and is starting to use them independently</td> <td>4 Has learnt these skills and uses them independently</td> <td>5 These skills are well developed and my child uses them consistently and in different situations</td> </tr> </table> <p><b>Health and Well-being</b></p> <table border="1" data-bbox="411 1458 1465 1668"> <tr> <td>1 Still learning these skills</td> <td>2 Has learnt some of these skills and with support, can take care of personal needs.</td> <td>3 Has learnt these skills and is beginning to be independent with personal care</td> <td>4 Independently knows how to meet personal care needs</td> <td>5 Independently looking after personal care and can make healthy lifestyle choices (diet, exercise)</td> </tr> </table> <p><b>Relationships</b></p> <table border="1" data-bbox="411 1742 1465 1953"> <tr> <td>1 Still learning these skills</td> <td>2 Has learnt some of these skills</td> <td>3 Is using these skills to build and maintain friendships independently</td> <td>4 Can maintain friendships and is beginning to solve disputes independently</td> <td>5 Forms friendships easily and confidently. Can solve friendship disputes and problems independently</td> </tr> </table>	1 Still learning these skills	2 Has learnt some of these skills	3 Has learnt most of these skills and is starting to use them independently	4 Has learnt these skills and uses them independently	5 These skills are well developed and my child uses them consistently and in different situations	1 Still learning these skills	2 Has learnt some of these skills and with support, can take care of personal needs.	3 Has learnt these skills and is beginning to be independent with personal care	4 Independently knows how to meet personal care needs	5 Independently looking after personal care and can make healthy lifestyle choices (diet, exercise)	1 Still learning these skills	2 Has learnt some of these skills	3 Is using these skills to build and maintain friendships independently	4 Can maintain friendships and is beginning to solve disputes independently	5 Forms friendships easily and confidently. Can solve friendship disputes and problems independently
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relationships, truthfulness, kindness, respect, solving problems and disputes, who to trust and how to report concerns

**Safety:**  
Who can help me, staying safe indoors and outside, my changing body, happy and unhappy relationships, privacy, secrets and safe secrets, internet and online safety, online relationships, my body belongs to me, safe and unsafe physical contact, consent

**Respect:**  
Valuing differences, bullying, cyber bullying, how to seek help, families, boundaries, stereotypes, permission seeking and consent

**Caring:**  
Feelings, other's feelings, family structures and love, healthy family life, stable relationships, emotional security, partnership and marriage

<b>Safety</b>				
1 Still learning how to keep safe	2 Can make safe choices when supported by an adult to do so	3 Taking more ownership over choices and keeping safe	4 Showing an increasing independence over keeping safe	5 Independently and consistently makes safe choices

<b>Respect</b>				
1 Still learning these skills	2 Recognises that everyone is different, shows kindness and consideration	3 Is tolerant of differences, kind to lots of others, aware of boundaries	4 Actively promotes being kind, supports others to be kind and respectful.	5 Consistently thoughtful, kind and considerate- expects others to be the same. Does not stereotype, seeks help in cases of disrespect

<b>Caring</b>				
1 Still learning how to care for others	2 Developing caring attributes and cares for immediate family members	3 Cares for family members and friends	4 Cares for a wide range of people. Knows how to be a good friend to others	5 Can adapt behaviour to meet the needs of others. Very aware of other people's feelings.

**Comments**

Primary aged children will often ask teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in our curriculum (see curriculum attached). How do you feel the school should answer questions that are not covered in the curriculum map? What would you be happy or unhappy with your child hearing?

**Accessibility**  
Our curriculum must be accessible for all pupils. All teaching is differentiated and personalised, taking account of children's individual starting points, needs and experiences.  
  
We are mindful that children with special educational needs and disabilities must be

**How Parents could support us:**  
Do you feel your child would find any aspects of our RSHE curriculum difficult to access?  
  
Do you feel your child has any vulnerabilities related to SEN, disability, social and emotional needs, mental health?

<p>supported to understand key content.</p> <p>We are also aware that some children are more vulnerable to exploitation, bullying and other issues related to their SEND. We will take these factors into account when designing tasks and teaching our curriculum</p>	
<p><b>The right to withdraw:</b> We understand that Parents have the right to request that their child can be withdrawn from some or all of sex education. At KS1 we teach children the functions of our bodies, naming body parts, life-cycles and reproduction in animals and humans. This is mainly taught as part of the science and RSHE curriculum.</p> <p>There are many benefits of children receiving this education and withdrawal can have detrimental effects on children. Any requests to withdraw would be discussed with Parents</p>	<p><b>How Parents could support us:</b> Please describe how you feel about your child receiving sex education during their time at the Infant school</p>
<p><b>Equality:</b> Schools are required to comply with relevant requirements of the Equality Act 2010. This means schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion, or beliefs. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of children with SEND.</p>	<p><b>How Parents could support us:</b> We actively monitor children or groups of children of a protected characteristic. Do you feel there are any disadvantages affecting any of the groups mentioned?</p> <p>We actively foster healthy and respectful relationships, peer to peer communication, and behaviour between boys and girls. We also provide an environment which challenges any perceived limits on pupils based on their gender (or any other characteristic). Do you feel the school does this successfully? Would you like the school do anything additional?</p>

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Thank you in advance for taking the time to shape and support the development of our policy. Please return your Responses by Tuesday 5<sup>th</sup> January . Responses can be submitted electronically via email: [adminoffice@foxhills-inf.hants.sch.uk](mailto:adminoffice@foxhills-inf.hants.sch.uk). Paper copies can be returned via your child's book bag.

Kind regards



Lucy Howe

Headteacher