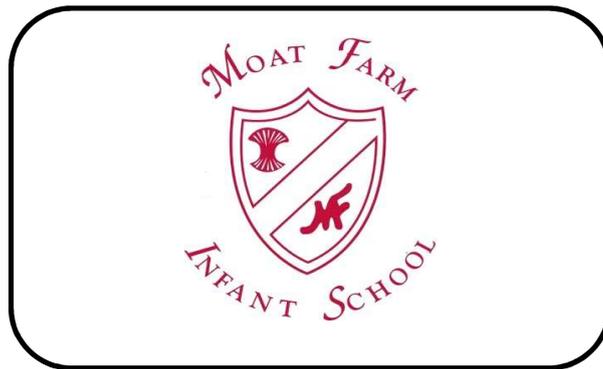


Moat Farm Infant and Nursery School



Relationships and Sex Education (RSE) Policy

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Statement of intent

Moat Farm Infants believes that a strong PSHE/RSE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. At Moat Farm Infants our RSE education forms part of our PSHE curriculum, which is mainly taught through our Jigsaw PSHE approach. Our teaching is strongly tied to our school values and is the core of everything we do. They underpin our teaching and learning and provide our children with an environment they feel comfortable in.

Moat Farm Infants is a nurturing school which is based upon six clear principles;

- We promote collaborative working, fostering a strong school identity
- We welcome diversity to prepare our children to shape inclusive communities for the future
- We encourage children to take responsibility for their own learning and development and promote perseverance
- We promote positive decision making and enterprise
- We build strong foundations for trusting friendships and respect for ourselves and others
- We embrace change and celebrate achievement in all areas, including the arts.

Parents and carers will be informed about the policy via the school website where it will be available to read and download. Where appropriate parents may be informed by letter about any RSE learning about to take place (KS1 children).

This policy will be used alongside our **(PSED policy)** in order to ensure a comprehensive RSE education.

Signed by:

Headteacher:

Date:

Chair of governors:

Date:

Review date:

1. Key roles and responsibilities

- The governing body has overall responsibility for the implementation of the schools RSE Policy.
- The governing body has overall responsibility for ensuring that the RSE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing body has overall responsibility for reviewing the RSE Policy annually.
- The headteacher has responsibility for handling complaints regarding this policy, as outlined in the [school's Complaints Policy](#).
- The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive RSE education that achieves the aims laid out in this policy.
- As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the RSE policy reflects the needs of the wider school community.
- Moat Farm Infants will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about RSE education in school.
- We will ensure that pupils are also involved in the creation of this policy through termly feedback and suggestion forms and/or class discussions.

2. Aims of the RSE curriculum

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory requirements

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Moat Farm Infants we teach RSE as set out in this policy.

4. Definition

'Relationship and Sex Education' (RSE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

5. Delivery of RSE

At Moat Farm Infants RSE is mainly taught through our scheme of work 'Jigsaw PSHE'

How is RSE taught?

RSE forms part of Jigsaw puzzle piece 6 taught in the Summer term as part of 'Changing Me.'

The grid below shows specific RSE learning intentions for each year group.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

6. Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to 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 Child Protection Coordinator if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

7. Parents' right to withdraw from RSE sessions

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Parents and Carers will be informed by the headteacher before any RSE education is due to take place so that they are able to make decisions on their child's participation.

8. Training

Staff receive training on the delivery of RSE education and it is included in continuing professional development. All staff have the opportunity to discuss RSE teaching with the headteacher or PSHE co-ordinator to ensure it is taught accurately.

9. Monitoring

The delivery of RSE is monitored by Mrs D Walker (Headteacher) and Caroline Cadman (PSHE Co-ordinator) through planning scrutinies and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Completed: June 2018

Review date: June 2020