



## Stillness Infant School

### Relationships and Sex Education Policy

DRAFT

Date of Policy:	January 2025	Approved by:
Renewal Date:	January 2027	Teaching and Learning January 2025

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## 1. Aims

The aims of relationships 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

## 2. 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 elements of sex education contained in the science curriculum.

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 Stillness we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **5. 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 appropriate manner so they are fully informed and don't seek answers online.

Infant sex and relationships education is not compulsory at Stillness Infant School. Parents are given the opportunity to opt out if they do not want their children to participate.

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

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

At Stillness Infants:

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 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).

## **7. 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, and for managing requests to withdraw pupils from [non-statutory components of RSE (see section 8)].

### **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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

## **7.4 Pupils**

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

## **8. Parents' right to withdraw**

### **At Stillness Infants:**

Parents do not have the right to withdraw their children from relationships education, but have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form (Appendix 3) of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Science Co-ordinator through:

Monitoring of planning, learning walks and book looks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Science Coordinator and approved by The Teaching and Learning committee.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Nursery	Spring 1	Taking turns in games, following rules in games.
	Summer 1	Explore being fair, sharing with others. Talk about events and people in own life.
	Summer 2	Changes. What they are good at, what they can do now.
Reception	Autumn 2	Golden rules. Working together. Respect for each other.
	Summer 2	Preparing for change. Reflecting on their achievements.
Year One	Autumn 2	<b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities
	Summer 1	<b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss
Year Two	Summer 2	<b>What is a friend?</b> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens
	Spring 1	<b>What is the same and different about us?</b> Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups
	Summer 1	<b>How can we keep safe in different places?</b> Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency

## Appendix 2: By the end of Key Stage One pupils should know

TOPIC	PUPILS SHOULD KNOW
What makes us special?	<ul style="list-style-type: none"> <li>• about the importance for respect for the differences and similarities between people</li> <li>• to identify their special people (family, friends, and carers), what makes them special and how special</li> <li>• people should care for one another</li> <li>• that everybody is unique</li> <li>• about the ways we are the same as other people</li> </ul>
How do we feel?	<ul style="list-style-type: none"> <li>• about different kinds of feelings</li> <li>• simple strategies to manage feelings</li> <li>• about how it feels when there is change or loss</li> </ul>
What is a friend?	<ul style="list-style-type: none"> <li>• about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> <li>• about appropriate and inappropriate touch</li> <li>• that hurtful teasing and bullying is wrong</li> <li>• what to do if teasing and bullying is happening</li> </ul>
What is the same and different about us?	<ul style="list-style-type: none"> <li>• to recognise what they are good at and set simple goals</li> <li>• about growing, changing and becoming more independent</li> <li>• the correct names for the main parts of the body of boys and girls</li> <li>• about the importance of respect for differences and similarities between people</li> <li>• about groups and communities that they belong to</li> </ul>
How do we show our feelings?	<ul style="list-style-type: none"> <li>• about different kinds of feelings</li> <li>• simple strategies to manage feelings</li> <li>• about how it feels when there is change or loss</li> <li>• about recognising how other people are feeling</li> <li>• about sharing their own feelings with others</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			