



Thames View Infants

Relationship and Sex Education Policy

Statutory Guidance

Relationships Education is compulsory for all pupils receiving Primary Education and Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education. Children do sometimes ask their teachers or other adults questions pertaining to sex and sexuality which go beyond what is set out in the guidance for Relationships Education in the Early Years and Key Stage One. With this in mind, there is a section within this policy that covers how staff at Thames View Infants will handle such questions.

The link below leads to the full statutory guidance on the DfE website:

[Relationships Education, relationships and Sex Education \(RSE\) and health Education, Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams teachers 2019.](#)

The objective of the Relationships and Sex Education Policy at Thames View Infants is to set the foundations, in partnership with parents, carers and families, for the healthy development of the whole child from infancy to adulthood by:

- Helping and supporting pupils through their physical, emotional and moral development
- Teaching them to respect themselves and others and move with confidence through their lives to achieve their potential
- Ensuring they are able to make informed decisions about their health and relationships and to build their self-efficacy
- Helping them to develop the capacity to sound decisions when facing risks, challenges and complex contexts
- Supporting them to develop resilience, to know how and when to ask for help and to know where to access support
- To teach children the importance of maintaining good physical health and mental well-being as a part of their everyday lives
- To support children to protect and support their own and others' health and well-being including, self-care, personal hygiene, prevention of health and wellbeing problems and basic first aid
- To balance/ration their online time, understanding the positive two-way relationship with between good physical health and good mental wellbeing and the benefits of exercise, time spent outdoors and time spent socialising or engaging in hobbies and community events.

This policy supports our school mission of establishing a life-long love of learning within a caring environment, in which we encourage all children to fulfil their protentional through enjoyable and enriching experiences.

Rationale

At Thames View Infants we believe that education is a holistic process and that the development of the whole child is central to their wellbeing and achievement. Relationships and Sex Education is a lifelong process that begins informally in the home with parents and carers long before the child begins their journey through education. At school we aim to build upon the foundations laid within the home. As with any area of learning, our teaching is aimed sensitively to the age and level of understanding of the children which is reflected in the Secretary of State for Educations statement in the Department for Educations statutory guidance:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”

He goes on to state:

“In Primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online”.

Relationships Education is therefore developed within the context of the curriculum as follows:

- In Early Years and Foundation Stage (EYFS):
 - Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development
 - Knowledge and Understanding
 - Reception “Circle Time” based lessons

- In Key Stage One (KS1):
 - Personal, Social and Health Education
 - Circle Time
 - Religious Education
 - Science
 - Computing (Online Safety/Acceptable Use Policy)
 - Physical Education
 - Citizenship

- In addition to class-based learning and teaching the following aspects of day to day school life, our vision and ethos supports the development of Relationships education:
 - Parents/Carers as partners
 - Home visits in EYFS
 - Open Days
 - Family “Together” Days in class
 - A listening school with an open-door policy
 - Children as leaders
 - School Council
 - Responsive assemblies led by all staff including the Headteacher and Deputy Headteacher daily
 - Empowering children
 - School at the heart of the community
 - Celebrating culture, faith and community
 - Attachment Theory informed approach to developing relationships (behaviour policy)
 - Cross curricular links



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- Talk4Learning

This whole school ethos is key in supporting the development of the subject within a nurturing Infant environment:

Aims

- To develop confidence in talking, listening and thinking about feelings and relationships.
- To ensure that opportunities are provided for children to develop their social skills.
- To promote children's confidence through the development of communication, decision making, personal relationships and strategies for managing change.
- To enable children to develop a positive self-image and encourage individual self-esteem.
- To enable children to explore the values and attitudes of themselves and others.
- To assist children in their development as responsible members of the community.
- To enable children to acquire basic awareness and knowledge about health and development of plants, animals and themselves.
- To enable children to have a basic concept of first aid.
- To develop children's awareness of how to stay safe in the modern world in different contexts, including online and when using the internet.
- To increase children's understanding that mental well-being is a normal part of everyday life in the same way as physical health, and to support them in recognising and talking about their emotions.

Teaching and Learning

All teaching staff are responsible for the teaching of Relationships and Sex Education, including Physical health and mental wellbeing. However, we know that it is all adults working in our school that underpins the ethos and vision of our RSE policy and ensuring that children develop their understanding in an age appropriate, sensitive and contextual manner.

The teaching of Sex and Relationships Education at Thames View Infants School will take place within existing curriculum areas and the context of Year group themes or topics alongside whole school and Key Stage events that take place (see above). The teaching of PSHE, RE, PE and Science will be the key vehicles for the teaching of Relationship and Sex Education and for the development of an understanding of fairness and moral responsibility within the context of citizenship.

Within Early Years and Foundation Stage, these are the areas of learning that teach key aspects of relationships taken from the Medium Term plans for Nursery and Reception which are available on the [website](#):

- My family and friends
- My body
- Belonging
- Self- awareness
- Understanding my feelings



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- Understanding the feelings of others
- Social skills
- Understanding rights and responsibility
- Friendships
- Working Together
- Managing feelings- anger
- Resolving conflicts
- Understanding my feelings
- Knowing myself
- Managing my feelings
- Standing up for myself
- Making choices

Within Key Stage One, these are the areas of learning that teach key aspects of relationships taken from the Medium Term plans for Year 1 and Year 2 which are available on the [website](#):

- I am Special
- Understanding others feelings
- Managing uncomfortable feeling
- Working together
- We are all different
- Friendship
- Feelings- anger
- Falling out
- Angry feelings
- Medicines
- Deciding for myself
- Feeling ill
- Good to be me
- Keeping healthy
- Keeping safe
- Relationships
- Changes
- Risks
- Staying healthy
- What goes into my body
- What goes onto my body
- Injections
- Changes
- Ourselves
- Animals including humans

The full expectations of what a child should know by the end of their primary education can be found in the DfE Statutory Guidance [here](#). When reading the document, it is worth bearing in mind that as an Infant



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provision our children will make progress towards these end of phase expectations. Please see the curriculum plans online for more detail (links above).

Right to withdraw from the Sex Education Aspect of RSE:

Parents and Carers do have the right to withdraw their children from Sex Education in consultation with the Headteacher. At Thames View Infants, in line with the statutory guidance, we are not required to teach Sex Education. Please see links to our [Early Years](#) and [Key Stage One](#) curriculum to see detail regarding coverage of “bodies” with in Understanding the World and Science. Children cannot be withdrawn from statutory curriculum subjects such as Personal Social, Health and Economic Education (PSHE), Science, Physical Education (PE), and Relationships Education.

Managing Difficult Questions

Children are well known for asking adults including their teachers’ difficult questions, usually in response to a confusing world full of conflicting information, experiences and events. It is important that any questions regarding sex or sexuality are answered sensitively and at an age appropriate level. Much of the content of these questions may lie outside of the remit of Relationship Education at a Primary level, as well as the Science and PE curriculums in EYFS and KS1. It is key that parents/carers and families are informed of questions or comments that cover sex and sexuality including the adult’s response. This is so that children can be carefully supported in their understanding of the complexities of Relationships and Sex Education.

When answering children’s spontaneous questions, it is important that the child is made to feel safe and is reassured. Often these questions may come up at a key group time and very careful consideration should be made about the audience for the response. It is more likely to be appropriate to respond on a 1:1 basis or in consultation with parents/carers.

Roles and Responsibilities

The School

Thames View Infants will ensure that parents are kept informed of the curriculum. Teaching of Relationships and Sex Education is not “stand alone” but rather it is consistently embedded within our ethos and different subject areas as detailed on our website for all our year groups.

Governors

In accordance with the Education Act 1996, The Governing Body will keep the School’s policy for Relationships and Sex Education up to date and published, in consultation with parents. The School recognises that Parents are the primary educators of their children and seek to support them in this task so that a firm foundation is laid in the children’s knowledge and understanding of themselves in preparation for Key Stage 2.

Teachers

At Thames View Infants we believe that the nurturing of the whole child is key to unlocking academic potential and as teachers, we have a position of influence while nurturing their physical, moral and spiritual well-being. Staffs’ own beliefs and attitudes will not influence the teaching of the relationships and sex education curriculum. Teaching will be matched carefully and whilst children’s questions will be answered sensitively and honestly, partnership with parents is essential. Staff will consult with parents where appropriate.



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Monitoring and Evaluation

The Head teacher along with Senior Leaders at Thames View Infants will monitor the implementation of the Relationships and Sex Education Policy as part of the [Learning and Teaching Policy](#). The policy will be reviewed and evaluated in line with the Annual Safeguarding Duties of Directors to ensure that:

- contents of the policy have been covered
- changes or updates of the statutory requirements by the Department for Education (DfE) have been noted
- aims of the policy are met
- resources are appropriate and up to date,

therefore, ensuring continuous development and improvement is maintained.

Equality and Equal Opportunities

The school endeavours to provide equal opportunities to all children regardless of age, gender, ethnicity, and ability including SEN and for those whom English is a second language so that the needs of each child are considered when planning the curriculum to ensure an inclusive environment so that each child reaches their potential. Further details are available in our [Equality Plan](#), the [Equal Opportunities Policy](#) and the [Special Educational Needs and Disability Policy](#).

Considering religion and beliefs

At Thames View Infants we aim to celebrate and understand our diverse school community, their shared and individual history and culture. As a diverse staff family with a wide range of experiences and knowledge, we strive to ensure that we continue to meet the needs of all faiths and beliefs within our community. A “good understanding” of our pupils’ faith, backgrounds and positive relationships with families underpins all we do at Thames View Infants and it is with this in mind that we sensitively and appropriately plan all our learning, teaching and wider experiences. We continue to comply with the relevant provisions within the Equality Act 2010, under which religion is one of the 9 protected characteristics (see appendix 1). As our young children navigate their way through education, in partnership with their family, they will be taught to understand the Law, “what the law allows and does not allow and the wider implications of decisions they make”. (Quoted from the RSE Statutory guidance 2019, page 13).

Pupils with Special Educational Needs and Disabilities (SEND)

We ensure that all our teaching is planned to meet the needs of all of our children including those with identified SEND. We will carefully tailor the content and teaching to meet the specific needs of our pupils at different developmental stages. Please see the [SEND Policy](#), the [SEND Information Report](#) and the [Learning and Teaching policy](#) for more information.

Protected Characteristics

As a school we are committed to our [Equality Plan](#) and the [Equal Opportunities Policy](#). We ensure that all 9 characteristics are protected within our community (see appendix 1). Children at Thames View Infants are taught to respect themselves and others and foster a community that values, accepts and welcomes diversity.



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Within this, questions from children regarding Lesbian, Gay, Bisexual, Transgender, Queer (LGBTIQ+) people and their families should be appropriate to the age of the children, their experiences, individual questions and will be handled accordingly. The statutory guidance does expect that all pupils are taught LGBTIQ+ content, however, as an Infant school we are mindful that we are teaching the “building blocks” of a more complex relationship and sex education content.

Safeguarding

At the heart of all these subjects there is a focus on keeping children safe and Thames View Infants plays an important role in preventative education. [Keeping Children Safe in Education \(KCSIE 2021\)](#) sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Please see the [Safeguarding Policy](#) and [Child Protection Policy](#) for more information.

The school is aware of the need to prepare children for their future lives. Their health and safety will be monitored through all aspects of school life

Other related policies

The policy should be read in conjunction with:

- Anti-Bullying Policy
- Behaviour Policy
- PSHE and Citizenship Policy
- E Safety and Acceptable Use Policy
- Community Cohesion Policy
- Equality Plan
- Learning and Teaching Policy
- RE Policy
- Science Policy
- Equal Opportunities Policy
- SEND Policy
- SEND Information Report
- Child Protection Policy
- Safeguarding Policy
- Social Networking Policy
- Whistle Blowing Policy
- Health and Safety Policy
- Intimate Care Policy
- Keeping Children Safe in Education 2021



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Appendix One – Explaining the Protected Characteristics, The Equality Act 2010 - discrimination and your rights

When are you protected from discrimination?

Discrimination means treating you unfairly because of who you are. The Equality Act 2010 protects you from discrimination by:

- employers
- businesses and organisations which provide goods or services like banks, shops and utility companies
- health and care providers like hospitals and care homes
- someone you rent or buy a property from like housing associations and estate agents
- schools, colleges and other education providers
- transport services like buses, trains and taxis
- public bodies like government departments and local authorities.

There are nine protected characteristics in the Equality Act. Discrimination which happens because of one or more of these characteristics is unlawful under the Act. We all have some of these characteristics - for example, sex or age - so the Act protects everyone from discrimination.

If you're treated unfairly because someone thinks you belong to a group of people with protected characteristics, this is also unlawful discrimination.

What are the protected characteristics?

The characteristics that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Discrimination by association

The Act also protects you if people in your life, like family members or friends, have a protected characteristic and you're treated unfairly because of that. This is called discrimination by association. For example, if you're discriminated against because your son is gay.

If you complain about discrimination



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The Equality Act protects you if you're treated badly because you've complained about discrimination or stood up for discrimination rights, either for yourself or for someone else.

Further help and information

You can find out more about your rights under the Equality Act in our discrimination section (</law-and-courts/discrimination/>)