

Relationships, Sex and Health Education Policy

This Relationships, Sex and Health education policy covers South Wootton Infant School's approach to teaching relationships, sex and health education (RSHE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors, and where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

It will be reviewed annually or sooner if the RSHE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSHE consultation events and a link from the school website. If a hard copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships, Sex and Health education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSHE at South Wootton Infant School is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.

- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights and how to access confidential help to keep themselves and others safe.

The RSHE curriculum has been planned following consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSHE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSHE curriculum are a statutory requirement to teach in order for the school to meet latest government RSHE guidance and The Equalities Act, 2010. It is important to teach RSHE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by revisiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSHE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

The RSHE programme will be led by Rosie Chimes and taught by Class Teachers. All staff involved in the delivery of RSHE have received specialist training ensuring pupils are taught with consistent approaches to RHSE throughout their time at South Wootton Infant School.

At South Wootton Infant School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every session, pupils will be provided with an opportunity to ask questions or speak to a teacher, on a one to one basis if needed. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective.

RSHE is most effective when it is in consultation between school and home. The school will provide support to parents and carers, providing opportunity to develop awareness of emerging RSHE topics, review the resources being used and consider ways to build on RSHE at home. The school operates an open door policy enabling parents to discuss RSHE at relevant times throughout the school year.