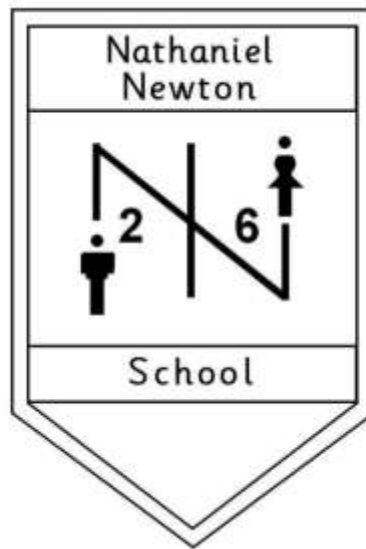


Nathaniel Newton Infant School



Relationships and Sex Education Policy

Relationships and Sex Education Policy Nathaniel Newton Infant School

This school will provide opportunities for children to develop their moral, spiritual, social, cultural and personal skills and understanding. This will be conducted in line with the governments statutory guidance

(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)

The Aims and Objectives of this Policy

This policy covers our school's approach to Relationship and Sex education and Health education. We will ensure:

- Effective delivery of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Curriculum alongside and within the National Curriculum,
- An atmosphere that promotes equality and respect throughout the school and community.
- We will respect the pupils' and parents' backgrounds and beliefs with the aim of providing pupils with the knowledge they need that will enable them to make informed decisions about their wellbeing, health and relationships.
- All children will be encouraged to actively participate in a relevant, age and developmentally appropriate curriculum through lessons and/or learning that can be applied and used confidently in real life situations.
- Prepare children to develop resilience, mental wellbeing and knowledge of how and when to ask for help should the situation arise.
- A close partnership with parents and others in the community. We will acknowledge that parents and carers are the first teachers of their children on many of these matters.

Roles and Responsibilities

- All staff are responsible for upholding and promoting the aims of this policy.
- All staff will ensure children with SEND needs can access the learning.
- All staff will ensure the curriculum is delivered with sensitivity to individual pupil's needs.
- Safeguarding leads will ensure any necessary safeguarding actions are taken.
- We will seek advice and only discuss sensitive issues with those at school that need to know always including the Designated Safeguarding Lead(s).
- Teachers conduct lessons in a sensitive manner and with regard to the age of the children. As a general rule, all staff will maintain a child's confidentiality. However, if a child is believed to be at risk, the teacher may want to talk to the designated Child protection staff members and if necessary follow child protection procedures.
- Our subject leader along with the headteacher, school staff, governors and parents will monitor and review the policy and curriculum content to ensure the policy remains up to date, aligned with current guidance from HM Government and the DfES, and remains relevant to the experiences of our pupils.
- All staff have a duty of care at school: It is 'unlawful to discriminate against any of the protected characteristics of: race, sex, gender, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity.' (Equality Act 2014). Refer to the school's equality policy.

The Right to Withdraw


- Sex education is not compulsory at primary age. We do not teach additional sex education other than in the Science curriculum and through our work within the “Jigsaw” PSHE scheme, as well as the “Taking Care” project from the Warwickshire Education Safeguarding Service.
- Any parent/carer concerned about the content should contact the Headteacher to discuss the curriculum and its delivery.

Curriculum

How is SRE taught?

This is an important and sensitive issue and the aim of our SRE policy is to clarify the content of Sex and Relationship Education and how it is taught at our school following the National Curriculum. SRE is not taught in isolation but through the science curriculum, Jigsaw scheme materials (see table below), teaching about citizen ship and the PE curriculum. Other adults, such as the school nurse or other health professionals, may also be involved. All materials and resources used will be appropriate to the age group of our children as outlined in the table

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (E1-E2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up (growth and change) Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

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Protective Behaviours:

- Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.
- Theme 1: We all have the right to feel safe all the time.
- Theme 2: We can talk with someone about anything, even if it feels awful or small
- Protective Behaviours encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.
- Protective Behaviours is delivered across the entire school from Reception to year 2.
- As a school Protective Behaviours is delivered throughout the year, across all year groups.
- An overview of the Protective Behaviours
- Reception-

- Feelings: There is no such things as good or bad feelings
- Theme 1, Body Awareness: Naming Private body parts: Penis, Vulva, & anus. mouths are private too EWS/Scary body feelings: identifying children's EWS Telling & Secrets:
- Theme 2, Children will construct their own support networks hands. Year 1 -
- Feelings: Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters
- Theme 1. Unsafe Feelings & Body Awareness: Our bodies warn us if we feel unsafe - we call these feelings EWS Body Privacy & Secrets: Naming Private body parts: Penis, Vulva, & anus. mouths are private too. Safe & unsafe secrets Telling & Networks:
- Theme 2, Children will construct their own support networks hands. Year 2 -
- Feelings, Rights & Responsibilities: What are Rights & Responsibilities?
- Theme 1. Unsafe Feelings, Problem Solving: recognising EWS. Is my fun, fun for everyone? Body Awareness & Personal Space: my body belongs to me. No one has the right to touch me in a way I don't like. Theme 2. Networks & Using Them: Children will construct their own support networks hands.

Teaching and learning

Teaching will include

- Each half term opens with a whole school Jigsaw assembly to introduce the focus puzzle piece.
 - The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly. Learning can be celebrated by the whole school in a meaningful way.
- Weekly PSHE lessons delivered by teaching staff following the Jigsaw programme. Where appropriate, learning will be showcased in floor books.
- Well-being Wednesday assemblies with a focus on Mental Health.
- Educational visits from the Fire Service, The Road Safety Team, and the Nursing Team. Some children in Early Years and Key stage one will also participate in Positive impact coaching sessions.
- National charity events, for example Children in Need and Comic Relief.
- Whole school events such as Walk to School Week and Internet Safety Week
- Circle time/discussion (Jigsaw, Prevent)
- Learning experiences that will build and draw on pupils' own experiences or existing knowledge.
- Group work being a key opportunity to practice social development, discuss and share.
- Active learning to reflect, question, consolidate and applying what they have learnt.
- Independent working to reflect on personal thoughts, ideas, needs, learning.

The purpose of each lesson is made clear, with a clear objective, building on previous learning. Each lesson has 2 objectives:

1. Specific PSHE learning (Purple)
2. Emotional literacy & social skills (Green)

SEND and inclusion

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where necessary. The pupils are supported by teachers, teaching assistants and outside agencies where appropriate.

Monitoring and Evaluation

- Monitoring and evaluation of teaching and learning through lesson observation and looking at learning in floor books and on displays.
- PSHE Action plan and LIP
- Activities at the end of lessons and puzzle pieces.
- Pupil voice surveys and school council voice.

Links with other policies

PSHE policy

Science policy

Equality and Inclusion policy

Child Protection policy

Confidentiality policy

Behaviour and Relationships policy

Anti-bullying policy

Online Safety Policy

Health and Safety policy

Policy Review

Approval delegated to Head Teacher	
Statutory, recommended, or additional policy	Statutory
Policy review cycle	Annually
Policy reviewed by	L Fussey PSHE Lead)
Policy review date	March 2024
Date of next review	April 2025
Policy approved by	J Forshew (Head Teacher)
Date approved	April 2024