



# LONG DITTON

## INFANT AND NURSERY SCHOOL

THE HEART OF LONG DITTON SINCE 1911

### Relationships and Sex Education Policy

Last reviewed: Summer 2019 To be reviewed: Summer 2021
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This policy was developed in consultation with the teaching staff, Governors and parents. This policy reflects the guidance of national bodies i.e. DfE, PSHE Association Guidance and the Healthy School Standard. IT WILL BE REVIEWED ANNUALLY.

The focus of Relationship and Sex education in our school is on teaching about the fundamental building blocks and characteristics of positive relationships. Our children learn about friendships, family relationships, relationships with other children and with adults. This starts with our children being taught about what a relationship is, what friendship is, what family means and who the people are who can care for and support them. We help our pupils learn about the importance of taking turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. We help our children to understand about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe work and play.

This policy was developed using and to be in line with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)

- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting important British values as part of pupils' spiritual, moral, social and cultural - SMSC)

### **Our Aims**

At Long Ditton Infant and Nursery School we aim to give children a variety of skills and strategies, as well as clear and honest information. This will enable them to gain the knowledge and understanding to help them make good choices and build positive relationships in their present and future lives. Our Relationship and Sex Education (RSE) is firmly rooted in our teaching of PSHE and Science and is supported by the Jigsaw programme. As an inclusive school we aim to help all children learn to respect themselves and others. We believe that teaching children how to value similarities and differences plays an important part in helping them deal with moral and social questions and becoming a responsible member of the community.

We must be mindful of age, personal experiences and maturity of the children in our care. We will present information and respond to questions simply, factually and appropriately.

### **Organisation**

RSE is discreetly taught by all teaching staff within the school as part of our PSHE curriculum and Jigsaw program as well as through Circle Times and Assemblies. Some aspects of RSE are also covered within the teaching of Science, as outlined in the National Curriculum. The RSE content may be delivered by class teachers, the school nurse or other outside agencies. We use a variety of teaching methods that include:

- Whole class and small group discussions
- Social Skills groups
- Songs and rhymes
- Drama and role play
- Puppets
- Photographs and books
- Computing

### **CONTENT**

At Long Ditton Infant and Nursery School we teach children about the importance of developing mutually supportive relationships. From the Nursery, and throughout our school, RSE helps to develop the skills children need to understand and celebrate similarities and differences in order to prevent and remove prejudice. Our Living Values help children to develop the vocabulary they need to make the right choices and understand how to be respectful of themselves and others. The Jigsaw program enables the teaching and learning of RSE to be age appropriate and cyclical building on experiences as the children progress through our school.

The Jigsaw themes we use to enable us to effectively help children to learn about RSE can be seen below:

Term	Unit	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

### **Knowledge and Understanding**

RSE helps children to learn and understand physical development at appropriate stages. In the Nursery and Year R we follow the Personal, Social and Emotional Development aspect for learning of the Foundation Stage Curriculum. In Key Stage 1 we follow the objectives for Science (Animals, including humans) in the National Curriculum, as well as the Jigsaw program.

### **Foundation Stage:**

The Foundation Stage curriculum states:

**“Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.”  
EYFS Statutory Framework Guidance 2014

We use this guidance within our curriculum to ensure that children develop:

- An awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- Respect for their own cultures and beliefs and those of other people
- Good relationships with adults and peers
- The ability to work as part of a group or class
- The ability to consider the consequences of their words and actions for themselves and others
- The skills to dress and undress independently and manage their own personal hygiene

## **Key Stage 1:**

In Key Stage 1 RSE is delivered in conjunction with the teaching of Science and PSHE. The Science part of the curriculum includes learning about 'Animals, including humans.' As well as this basic knowledge our children are taught about human emotions, social and emotional situations and dilemmas and also the names of parts of the body.

### **Year 1 Pupils should be taught to:**

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- to all feel comfortable using the words penis, vagina, anus and testicles
- to know which parts of their bodies are private through using the NSPCC PANTS campaign.

### **Year 2 Pupils should be taught to:**

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene

Reproduction is not within the KS1 curriculum but children sometimes offer information they already have during class discussions. Such contributions are responded to factually using correct terminology to clarify what has been said.

## **Positive Touch**

We feel that it is important for children to feel safe and secure both in school and at home and part of the education we provide is to help children understand the difference of positive and negative touch. We do this through structured circle time sessions based on the 'Family Links' guidance. (This is also in line with our Physical Intervention and Restraint Policy.)

## **Relationships Education**

Our Relationships Education covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The way the Jigsaw Programme covers these is explained in the mapping document at the end of this policy. This holistic approach ensures relationships learning is reinforced through the year and across the curriculum.

## **Health Education**

Health Education covers 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', and 'how we grow'

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Long Ditton Infant and Nursery School recognises that because of the young age of the children we teach the focus of our Sex Education should be on building healthy relationships.

## **PARENTAL RIGHTS**

We understand that all parents have the right to request to withdraw their child from all or part of the RSE curriculum, however upon this request the Head Teacher will ask to meet to discuss the parents' wishes further. It is important that the Head Teacher fully understands the parents' wishes and that parents understand the detrimental effects that withdrawal might have on the child.

## **MONITORING AND EVALUATION**

The PSHE coordinator will monitor delivery of RSE through observation and discussion with teaching staff and children to ensure consistent and coherent curriculum provision. Any disclosures or causes for concern will be discussed with our Designated Safeguarding Lead (DSL), Monica Paines.

## **PROFESSIONAL DEVELOPMENT FOR STAFF**

Staff will receive training by attending courses for INSET as appropriate. Information gathered will be cascaded to all staff.

AT LONG DITTON INFANT AND NURSERY SCHOOL WE ARE COMMITTED TO THE HEALTHY SCHOOL STANDARD.

Please refer to these other policies:

Child Protection Policy  
Physical Intervention and Positive Touch Policy  
Healthy Schools Action Plan  
PSHE  
Equality Policies

# Teaching Curriculum and Jigsaw for Relationships and Sex Education at Long Ditton Infant and Nursery School

## Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone</li> </ul>	All of these aspects are

<b>relationships</b>	<p>they are not</p> <ul style="list-style-type: none"> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>	<p>covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>



	<p>and others' mental and physical wellbeing</p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, tooth decay) and other behaviours</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about medicines we use to help us feel better or to treat or prevent illness</li> <li>• about dental health and the benefits of good oral hygiene and, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

