

Montgomery Infant School and Nursery Policy Document

Relationships and sex education policy (February 2025)

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1. Aims

The aims of relationships and sex education (RSE) at our school (whole primary) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development (Juniors) 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 (Juniors) 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 Montgomery Infant School and Nursery 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 – the PHSE subject leader and Headteacher pulled together all relevant information including relevant national and local guidance and consulted with SLT
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 take part in an online survey about the policy and responses were analysed by the Headteacher

4. 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, their bodies, 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.

At Montgomery Infant School and Nursery we will only teach the relationships aspect of RSE apart from the statutory Science content; Sexual Relationships will not be taught at this stage in the children's educational journey.

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.

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, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics 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 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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 board

The governing board 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.

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

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

Parents do not have the right to withdraw their children from relationships education. Sex Education will not be introduced to the children at Montgomery Infant School.

9. Training

Staff are trained on the delivery of RSE as part of their Career Professional Development and it is included in our calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PHSE subject coordinator through:

- planning scrutinies
- class record book scrutiny
- Pupil interviews

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Headteacher. At every review, the policy will be approved by the governing body.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Nursery	Autumn 1	<u>Me and My Relationships</u> Recognise that they are unique. Talk about what their strengths are (what they are good at) and what they enjoy. Describe different feelings and use this skill to manage relationships. Understand that all families can be different or similar to their family.	Scarf resources Teacher made resources to cater for needs of the children and their families
	Autumn 2	<u>Valuing Difference</u> Recognise that there are differences and similarities between themselves and others. Notice and talk about differences in nature. Recognise the differences within and amongst families. Show kindness by including my friends. Talk about how to help those who are in need.	Scarf resources Teacher made resources to cater for needs of the children and their families
	Spring 1	<u>Growing and Changing</u> Talk about change in the environment. Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like	Scarf resources
	Spring 2	<u>Keeping Safe</u> Name people at home and in school who care for them and keep them safe. Explain what they should do if they feel unsafe. Recognise potential dangers and how to stay safe, inside and outside. Learn the importance of keeping safe around medicines and unknown products.	Scarf resources
	Summer 1	<u>Being My Best</u> Name what their body needs. Talk about healthy choices and activities Develop resilience and persistence in their learning. Working cooperatively with others when faced with a challenge	Scarf resources
	Summer 2	<u>Rights and Respect</u> Learn about and talk about how healthy food and keeping clean can help our bodies. Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Scarf resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year Reception	Autumn 1	<u>Me and My Relationships</u> Talk about similarities and differences. Name special people in their lives. Recognise and name different feelings and begin to communicate these. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.	Scarf resources
	Autumn 2	<u>Valuing Difference</u> Be sensitive towards others and celebrate what makes each person unique. Recognise the similarities and differences amongst their peers. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.	Scarf resources
	Spring 1	<u>Growing and Changing</u> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. Know how to tell or ask an appropriate adult for help if they feel unsafe.	Scarf resources
	Spring 2	<u>Keeping Safe</u> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Recognise the feelings they have when they are unsafe. Talk about keeping myself safe, safe touches and consent. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Scarf resources NSPCC
	Summer 1	<u>Being My Best</u> Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.	Scarf resources
	Summer 2	<u>Rights and Respect</u> Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Recognise coins and identify the uses of money. Talk about why it's important to keep money safe.	Scarf resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	<u>Me and My Relationships</u> Understand that classroom rules help everyone to learn and be safe. Explain their classroom rules and be able to contribute to making these. Identify a range of feelings and how they might make us behave. Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt. Identify some qualities in a friend.	Scarf resources
	Autumn 2	<u>Valuing Difference</u> Identify the differences and similarities between people Explain the difference between unkindness, teasing and bullying. Recognise and explain what is fair and unfair, kind and unkind. Identify some of the people who are special to them. Recognise that I belong to various groups and communities.	Scarf resources
	Spring 1	<u>Growing and Changing</u> Understand that the body gets energy from food, water and air (oxygen) Recognise that exercise and sleep are important parts of a healthy lifestyle. Explain the difference between teasing and bullying. Explain the difference between a secret and a nice surprise. Identify parts of the body that are private. Describe ways in which private parts can be kept private.	Scarf resources
	Spring 2	<u>Keeping Safe</u> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle Identify simple bedtime routines that promote healthy sleep. Understand and learn the PANTS rules. Name and know which parts should be private. Explain the difference between appropriate and inappropriate touch. Understand that they have the right to say "no" to unwanted touch Talk about who they can trust and who they can ask for help. Understand that medicines can sometimes make people feel better when they're ill.	Scarf resources NSPCC
	Summer 1	<u>Being My Best</u> Recognise the importance of fruit and vegetables in their daily diet. Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise the importance of regular hygiene routines. Recognise that learning a new skill requires practise and the opportunities to fail, safely.	Scarf resources
	Summer 2	<u>Rights and Respect</u> Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something. Talk about the importance of looking after things that belong to me and others. Explain the importance of keeping money safe and safe spaces to keep it. Understand what first aid is and why is it important.	Scarf resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	<u>Me and My Relationships</u> Understand why we have rules. Understanding that there is a normal range of emotions and how to talk about them. Recognise that friends have their ups and downs and strategies to solve conflicts. Explore what sorts of boundaries are appropriate in friendships and characteristics of friendship. Recognise and explain the difference between bullying and isolated unkind behavior.	Scarf resources
	Autumn 2	<u>Valuing Difference</u> Recognise there are many different types of people and families. Recognise the value of belonging to a community. Recognise and explain how a person's behaviour can affect other people.	Scarf resources
	Spring 1	<u>Growing and Changing</u> Identify different types of relationships and recognise who they have positive healthy relationships with. Understand the concept of privacy and personal space and the implications of it. Understand that it is not always right to keep secrets if they relate to being safe. Identify how inappropriate touch can make someone feel. Identify how they change from a baby to an adult.	Scarf resources
	Spring 2	<u>Keeping Safe</u> Explain simple issues of safety and responsibility about medicines and their use. Identify situations that are safe and unsafe and identify who can help them in an unsafe situation. Recognise and describe appropriate behaviour online as well as offline. Identify the types of touches I like and do not like and identify who I can talk to if someone touches me in a way that makes me feel uncomfortable. Understand to talk to a trusted adult if something online worries them.	Scarf resources
	Summer 1	<u>Being My Best</u> Understanding how to keep healthy through diet and hygiene. Name the major internal body parts. Know and understand why basic first-aid is important.	Scarf resources
	Summer 2	<u>Rights and Respect</u> Identifying key people who are responsible for them to stay safe and healthy. Describing and understanding how emotions change and what helps people feel good. Understand why it is important to keep safe online. Understand what money is and that it comes from different sources. Know that people make different choices about to save and spend money. Identify any problems in the school environment. Make suggestions for improving the school environment.	Scarf resources

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources