Our **Vision** is to be a...

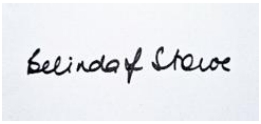
Caring Community, Courageously Learning, Inspired to Live Life to the Full.

Jesus said, ***"I have come that you may have life and have it to the full."***

(John 10:10)

Christ Church Infant School (CCI) is a vibrant, inclusive and aspirational school that strives to keep the wellbeing, education and safeguarding of children at the centre of all we do. Our staff, families, Church and Governors work harmoniously to encourage children to flourish as people as well as learners. We create an environment where every child is empowered, their background celebrated, and their mental health protected. Our Church school vision is reflected in our values-led curriculum, holistic approach to each individual and community-focused experiences. This approach then enables every child in our care to learn to live life in all its fullness, during their educational journey with us.

The value we place on every individual extends to our staff team too, who are our greatest resource within school. We aim to uphold high levels of wellbeing through continued professional development, high aspirations and an ongoing collaborative approach. In all we do at CCI, we keep children at the heart of our work. The following policy aligns with our school vision and ethos, and should be read with this context in mind.

Signed CoG: 	Name: Belinda Stowe	Ratified Date: T1 2026-27
Signed Head: 	Name: Anna Martin	Review: T1 2028-29

Christ Church C of E VC Infant School

Relationships and Sex Education (RSE) Policy

Introduction
From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE.

At Christ Church Infant School (CCI), we believe that effective RSE can make a significant contribution to the knowledge, skills and understanding needed by pupils if they are to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual. Relationship and sex education is delivered through the PSHE framework and the Science curriculum. We have made sure that our delivery of RSE meets the needs of our unique context and links with our Vision, Christian Values and school ethos.

Compulsory aspects of Relationships, Sex and Health Education.
End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach. The sex education contained in National Curriculum science
(Key Stages 1–4) is compulsory in maintained schools.

Aims and Objectives
There are four main aims for teaching RSE within the context of Infant School PSHE (Personal, Social, Health Education):

- To enable young people to understand and respect their bodies.
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

Principles
At CCI we aim to ensure that RSE is based on the following principles:

- Inclusive Christian principles and values, emphasising respect.
- RSE is part of a wider social, personal, spiritual and moral education process.
- Children should learn that families are important for raising children and that families can take many forms, including married parents, unmarried parents, single parents, adoptive parents, foster carers, same-sex parents, grandparents and other family structures.
- RSE includes learning about physical and emotional development.

Whole School Approach
At CCI we believe that in order to ensure the content of the relationship and sex education policy is fully embedded, well taught, impactful and in line with our Christian values, we need to involve our whole community.
In order to do this we:

- consult with parents on the policy;
- consult with our foundation governors as well as seek policy ratification from the FGB;
- train all our teachers to teach relationship and sex education;
- listen to the views of the children in our school regarding relationship and sex education;
- provide opportunities for staff and children to feedback and make changes to their teaching accordingly.

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Organisation
We teach RSE through different aspects of the curriculum. While we carry out the main relationship and sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some aspects of relationship and sex education through other subject areas (for example, science and PE, Computing and RE).

At CCI we use JIGSAW to teach children about relationships, and we encourage children to discuss and ask questions. JIGSAW is the scheme of work used for all PSHE lessons throughout the year and keeps the same structure in all lessons.
The JIGSAW aims and objectives meet the statutory guidance from the DFE which came into effect in 2020.
The grid below shows specific RSE content for each year group in the 'Changing Me' Puzzle taught in Term 6.

Year Group	***Jigsaw Learning content***
Reception	• Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
Year 1	• Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles); respecting my body and understand which parts are private.
Year 2	• Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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; appreciate that some parts of my body are private.

The role of parents
The school understands that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSE policy and practice
- answer any questions that parents may have about the RSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- inform parents about the teaching of relationship and sex education in school so that the parents and school can work together to support the child with regards to RSE

From September 2020, Relationships Education became compulsory in all primary schools. Parents do not have the right to withdraw their child from Relationships Education or National Curriculum Science. Christ Church Infant School does not teach any non-statutory sex education beyond the requirements of the National Curriculum for Science and statutory Relationships Education. Therefore, there are currently no elements of the curriculum from which parents may request withdrawal.

The role of the headteacher
It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy and reports to governors, when requested, on the effectiveness of the policy.

Answering Difficult Questions and Sensitive Issues
Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.
Both formal and informal RSE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. CCI believes that individual teachers must use their skill and discretion in this area and refer to the school's Designated Safeguarding Lead if they are concerned.

Confidentiality and Safeguarding Children Procedures
Teachers conduct RSE lessons in a sensitive manner and in confidence. Teachers will respond in an appropriate way if a child indicates that they may have been a victim of any type of abuse or if they make any comment that is a cause for concern. Teachers are well informed about our child protection processes and these are well publicised throughout the school and can be found within the safeguarding policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead.

Monitoring and review
The Standards Committee monitors the implementation and effectiveness of the RSE policy and reports findings to the Full Governing Body. Governors give serious consideration to any comments from parents about RSE and make a record of all such comments. As with all subjects, governors can request to view materials used to ensure they are in accordance with the school ethos.

The RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- Equal Opportunities Policy
- Inclusion Policy
- Special Educational Needs Policy
- SMSC policy
- PSHE Policy
- Behaviour Policy
- Anti –Bullying Policy
- Safeguarding /Child Protection Policy
- ICT Policy and Safe Internet Use Policy

Equality, Diversity and Inclusion
All Relationships and Health Education is delivered in accordance with the Equality Act 2010. Teaching reflects protected characteristics and promotes respect, inclusion, dignity and understanding of diversity.
SEND and Accessibility
RSE is accessible to all pupils. Teaching is adapted where necessary to meet the needs of pupils with SEND, ensuring that all children can access learning at an appropriate level.
Online Safety
Relationships Education includes age-appropriate learning about online relationships, staying safe online, identifying trusted adults and recognising unsafe situations.