

RSE Policy (draft for consultation)

Introduction

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up and relationships and reproduction, in an age and stage appropriate manner. It will equip children 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.

Intent

At Stoke Holy Cross Primary School, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum and science curriculum, in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school includes 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.

Our RSE curriculum aims to:

- Provide an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teach non-biased, accurate and factual information that is positively inclusive.
- Promote critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Promote safe, equal, caring and enjoyable relationships including friendships, families and online relationships.
- Create a positive culture around issues of sexuality and relationships; fostering gender equality and LGBT+ equality.
- Teach pupils the correct vocabulary to describe their emotions, bodies and relationships.
- Prepare pupils for the emotional and physical changes of puberty.
- Ensure pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Statutory requirements

The majority of elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, June 2019, and The Equalities Act, 2010.

Implementation

Teaching and Learning

RSE is taught through a spiral curriculum (see Appendix 1). This approach means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. All RSE sessions will be age-appropriate and designed to meet the needs of all pupils in the class. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

The RSE programme will be led by the PSHE subject leader. All staff involved in the delivery of RSE have received training, ensuring pupils are taught with consistent approaches to RSE throughout their time at Stoke Holy Cross Primary School. Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Many aspects of RSE are taught throughout the year, whilst some specific aspects, such as teaching about puberty, are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

Across the school:

- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- PSHE Ground Rules are used in all PSHE and RSE lessons to create a safe and supportive learning environment.
- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Pupils are able to ask anonymous questions. A question box or 'Ask-it basket' is available in every class. 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. If pupils ask questions outside the scope of the learning intention, teachers will respond in an agreed manner.
- If necessary, teachers are able to ask a pupil to wait for an answer to give them time to consult with the subject leader or school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')
- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed if requested and samples will be presented for parents to view.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, role play/scenarios, card sorting and discussions.
- All pupils will regularly be made aware of how they can access help and support.
- We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Entitlement and equality of opportunity – Learning Together

All children have equal access to the RSE curriculum. At Stoke Holy Cross Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE 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.

Delivery will be differentiated appropriately by class teachers, to ensure access by all children in every activity. Teaching will include a range of activities, resources and groupings to allow all children to make progress. Children who may have special needs will be supported by class adults, with the possible involvement of the Special Needs Coordinator (SENCO).

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Relationships Education will focus 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.

It will include: Families and people who care for me;-Caring friendship; Respectful relationships; Online relationships; Being safe.

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).

Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 4 onwards)
- How a baby is conceived and born (Year 6 only)

The National Curriculum for science includes subject content in related areas such as naming body parts, puberty, reproduction in plants and animals.

In order to ensure the transition of pupils' ongoing emotional and physical development effectively from primary to secondary school, we have agreed to follow the DfEs recommendation to ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born (in Year 6).

Involving parents and carers

We believe that parents are the primary educators of their children in RSE and that RSE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supportive relationship with parents and carers of children at our school through mutual understanding, trust and cooperation.

The school will provide support and opportunities for parents and carers to develop awareness of emerging RSE topics, meet with the teacher, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

Parents' right to withdraw

From September 2020, parents and carers will not have the right to withdraw their children from relationships education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

Sex education taught within the PSHE curriculum will be delivered during a single unit called 'Growing and Changing', taught in the summer term. Parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from RSE.

Impact

Through our RSE curriculum, pupils at Stoke Holy Cross Primary School will:

- ✓ be able to develop positive and healthy relationship with their peers both now and in the future.
- ✓ understand about relationships, the importance of communication and assertiveness skills.
- ✓ know the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- ✓ reflect upon the importance of stable and loving relationships for family life, including the bringing up of children.
- ✓ understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- ✓ know how to make good, informed and safe choices concerning relationships and healthy lifestyles.
- ✓ be able to recognise and talk confidently about their feelings, bodies and relationships.
- ✓ know how to report concerns or abuse, with the vocabulary and confidence needed to do so.

Recording, Assessment and Reporting

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic assessments, mind mapping, drawings, task outcomes, questioning and observation. 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. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. An important part of assessment in RSE involves pupils being asked to reflect on their work and learning. Information about pupil's learning in RSE will be shared with parents.

Monitoring and Review

The delivery of RSE is monitored by the PSHE subject leader as part of PSHE monitoring.

The head teacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE.

The governing board will approve the RSE policy, and hold the school to account for its implementation.

This policy will be reviewed every 3 years or sooner if the RSE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. At every review, the policy will be approved by the governing board and the head teacher.

Other Related Policies:

This policy has clear links with other school policies guidance and curriculum areas, including:

- SEND
- Teaching for Learning
- Behaviour
- Safeguarding
- Spiritual, Moral, Social and Cultural development
- PSHE
- Inclusion
- Science
- E-safety
- Anti-bullying
- Equality
- Keeping Children Safe in Education

Year	Lesson Objectives	Vocabulary Introduced
R	Family and Friendships <ul style="list-style-type: none"> - To recognise the importance of friendship - To recognise the importance of saying sorry and forgiveness - To recognise that all families are different 	Feelings words --Family words – Friendship -Kindness
1	Growing and Caring for Ourselves <ul style="list-style-type: none"> - To understand that we are all different - To introduce the concept of growing and changing - To explore different types of families and who to ask for help - Identify parts of the body that are private 	Friends -Feelings –Similar –Different – Family –Boy –Girl -Private parts –Penis –Vulva -Male -Female
2	Differences <ul style="list-style-type: none"> - To introduce the concept of male and female and gender stereotypes - To identify differences between males and females - To explore some of the differences between males and females and to understand how this is part of the lifecycle - To correctly name body parts 	-gender roles – stereotypes
3	Valuing Difference and Keeping Safe <ul style="list-style-type: none"> - To explore the differences between males and females and to name the body parts - To understand personal space and unwanted touch - To explore different types of families and who to go to for help and support - 	Different –Similar– Vagina - Testicles –uterus – fostering –adoption - relationships
4	Growing Up <ul style="list-style-type: none"> - To explore the human lifecycle - To identify some basic facts about puberty - To explore respect in a range of relationships - Understand that for girls, periods are a normal part of puberty. - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	Lifecycle –puberty – reproduction – physical changes- Pubic hair -Breasts -Sperm -Egg– emotional changes – feelings- period - Positive and negative relationship
5	Puberty <ul style="list-style-type: none"> - To explore the emotional and physical changes occurring in puberty - To understand male and female puberty changes in more detail - To explore the impact of puberty on the body and the importance of physical hygiene - To explore ways to get support during puberty 	Moods - Period/ menstruation – tampons – sanitary towels – sweat – spots – facial hair – underarm hair – erections –semen - wet dreams -sperm -hygiene
6	Puberty, Relationships and Reproduction <ul style="list-style-type: none"> - To consider puberty and reproduction - To explore the importance of communication and respect in a relationship - To consider different ways people might start a family - Suggest strategies that would help someone who felt challenged by the changes in puberty; - To explore positive and negative ways of communicating in a relationship 	Womb –conception –fertilisation- pregnancy-sexual intercourse- -Sexual intercourse-Twins-Love-Consent-intimacy-Communication - Personal/private information –Respect-equality