

Samlesbury CE Primary School

Growing, Learning & Inspiring others through God's Love and
Grace



RSE - Relationships and Sex Education - Policy

1. Aims

“Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds.” (Church of England Education Office Response to call for Evidence on RSE Curriculum p1)

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development 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 and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Samlesbury CE Primary School, our core values are hope, forgiveness and trust with 15 other values explored over a three year programme. These are: truthfulness, perseverance, compassion, service, responsibility, reverence & respect, justice, humility, wisdom, peace, creativity, thankfulness, friendship, generosity and courage.

The RSE programme we provide will reflect and embed all these values. As a Church of England school, we believe education should enable children and families to live ‘life in all its fullness’ (John 10:10) and our RSE curriculum will enable children to do this by giving them the skills to form safe, loving and stable relationships.

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 Samlesbury CE Primary School 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 subject leader pulled together all relevant information including relevant national and local guidance
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 contribute their views and feedback about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. DFE states that the teaching of Sex Education is not compulsory in Primary schools and the guidance focuses predominantly on relationships, health, including puberty. As is fitting for our primary age children, the RSE curriculum for our school focuses predominantly on the relationship aspects of the subject.

We will explore the positive aspects about healthy relationships including mutual respect, consent, loyalty and trust. Pupils will also be taught about inappropriate relationships and resisting pressure from others including peers. Lessons that teach pupils about their body parts and how their bodies change are part of the Science and Health curriculum and are an essential part of our wider safeguarding curriculum. Our school recognises that sex education should be more than solely science if it is to meet children's needs and this is reflected in our RSE curriculum.

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

5. Curriculum

RSE will be taught as part of the personal, social, health and economic (PSHE) curriculum and will be embedded within these lessons. 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. This may include referring them back to their parents.

We follow the PSHE and RSE programme 'SCARF' produced by Coram Life Education. This is a comprehensive scheme from the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping

Children Make Healthy Choices'. This curriculum links to the DfE guidance as well as the PSHE Association Programme of Study for Key Stages 1 and 2. Teachers are also encouraged to use other appropriate books and resources where needed to supplement this programme.

The specific RSE elements of the curriculum are set out as per Appendix 1 but we may need to adapt it as and when necessary.

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). We encourage teachers to use a cross curricular approach so aspects may be taught in other curriculum areas where appropriate. RSE is normally delivered by the class teacher/teaching assistant in mixed gender groups. All teachers are responsible for teaching about and modelling good relationships within school.

Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy. In the delivery of RSE, teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into RSE.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- o Families and people who care for me
- o Caring friendships
- o Respectful relationships
- o Online relationships
- o 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).

Parents have the right to withdraw their children only from the non-statutory components of sex education within RSE (RSE that falls outside the National Curriculum Science Order). At Samlesbury CE Primary School School, this consists of one lesson delivered to Year 6 children within the PSHE curriculum entitled 'Making Babies' where children will:

- Identify the changes that happen through puberty to allow sexual reproduction to occur
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Parents are able to view the content of this lesson prior to it being delivered to children.

For more information about our curriculum, see our curriculum map in Appendix 1.

Dealing with Sensitive Issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter

Equal Opportunities Statement

Relationships Education, RSE and Health Education must be accessible for all pupils and this is particularly important when teaching pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff.

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 having an oversight of the teaching of RSE consistently across school and for managing requests to withdraw pupils from non-statutory/non-science components of RSE in liaison with the RSE Subject Leader and class teachers (see section 8).

7.3 The subject leader

The subject leader is responsible for ensuring that RSE is taught consistently across the school and reporting findings to the headteacher. The subject leader is also responsible for leading/facilitating staff training, supporting staff with any concerns relating to RSE and ensuring the RSE curriculum meets the needs of pupils at St George's.

7.4 Staff

Staff are responsible for:

- o Delivering RSE in a sensitive way
- o Modelling positive attitudes to RSE
- o Monitoring progress
- o Responding to the needs of individual pupils
- o Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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/subject leader.

7.5 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. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (see section 6 for detail)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. When the headteacher receives such a request she will invite the parents to a meeting, at which the head teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where alternative work and supervision will be provided. The right to withdrawal will be made clear to parents/carers. A copy of this policy will be made available to all parents/carers who request it and it is available on the website.

9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. The headteacher or subject leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Lucy Sutton (headteacher and PSHE and RSE lead in school) through:

- a) Ensuring that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- b) Monitoring the use of teaching and learning styles;
- c) Monitoring the use of teaching materials;
- d) Evaluating the effectiveness of the school's programme

The RSE lead will be given time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Lucy Sutton (headteacher and PSHE and RSE lead in school) biannually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Samlesbury CE Primary School PSHE/RSE Curriculum Map

| PSHE and RSE Curriculum Map Following the SCARF Programme, this curriculum map embeds PSHE, RSE and Science objectives | | | | | | |
|---|--|---|--|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Me and My Relationships | Keeping Myself Safe | Valuing Difference | Rights and Responsibilities | Being My Best | Growing and Changing |
| Reception | Early Years Foundation Stage is essential to provide a solid foundation for future Personal, Social and Emotional Development. Through Objective Led Planning, all areas of learning will be interwoven through the Early Years Curriculum as well as having shorter discrete learning opportunities | | | | | |
| | All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) | What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe | I'm special, you're special Same and different Same and different families Same and different homes I am caring (formerly Kind and caring -1) Kind and caring (2) | Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe | Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep | Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys |
| Year 1/2 Year A (21-22) | Our ideal classroom How are you feeling today? Bullying or teasing? Don't do that! | Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? | What makes us who we are? How do we make others feel? My special people | Getting on with others When I feel like erupting Feeling safe | You can do it! My day Harold's postcard - helping us to keep clean and healthy | A helping hand Sam moves away Haven't you grown! My body, your body |

| | | | | | | |
|--|---|--|--|--|--|--|
| | Types of bullying Being a good friend Let's all be happy! | Should I tell? Some secrets should never be kept Basic first aid | When someone is feeling left out An act of kindness Solve the problem | How can we look after our environment? Harold saves for something special Harold goes camping Playing games | Harold's bathroom My body needs... What does my body do? | Respecting privacy |
| Year 1/2 Year B (22-23) | Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening? | Healthy me Super sleep Who can help? (1) Harold loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures | Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair! | Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid | I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day | Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private |
| Year 3/4 Year A (21-22) | An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure | Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2) Basic first aid | Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype! | Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes? | What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid | Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together |
| Year 3/4 Year B (22-23) | As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special | Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm? | Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb | Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money | Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents | Relationship Tree Body space Secret or surprise? My changing body |
| Year 5/6 Year A (21-22) | Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle | Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2) | OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes | Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made | Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) | Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV? |

| | | | | | | |
|--|--|---|---|--|---|--|
| | | Basic first aid, including Sepsis Awareness | | | | |
| Year 5/6 Year B (22-23) | Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication | 'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it? Basic first aid, including Sepsis Awareness | Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone | What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils | Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? | How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager - get me out of here! Dear Ash Stop, start, stereotypes |

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

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
| Online relationships | <ul style="list-style-type: none"> • 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 |

| | |
|------------|---|
| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |

Appendix 4: National Curriculum Science Statutory Statements

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those, which specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further. Parents may not withdraw their children from these lessons.

Key Stage 1

Children should learn to:

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

Children should learn to:

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
-

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>