



Our school motivates and inspires us to have high expectations, to embrace our unique individuality and celebrate diversity in a safe environment. Our values and principles reflect our ambition to be responsible citizens for today, tomorrow and the future.

Adderley Primary School

Relationships and Sex Education (RSE) Policy

THIS POLICY COVERS OUR SCHOOL'S APPROACH TO CHILDREN GROWING UP AND FORMING POSITIVE RELATIONS

2019 - 2021

Written in accordance with DfE guidance

Agreed by:	Governing Body	
Review date:	October 2021 (or to meet new legislation and practices)	



Adderley Primary School

Relationship and Sex Education (RSE) Policy

(In accordance with the draft DfE Sex and Relationships Education guidance)

What is Relationship and Sex Education?

DfE Definition

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

It is not about the promotion of sexual orientation or sexual activity – **this would be inappropriate teaching.**

Aims

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language (including homophobic language) and how to respond and ask for help.

Curriculum and Provision

RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enable them to successfully manage the challenges they face as they grow up.

National Curriculum Science Programme of Study

RSE will be taught along the current Science curriculum.

Parents do not have the right to withdraw their child/children from these lessons.

Key Stage 1

- 1b** that animals including humans, move, feed, grow, use their senses and reproduce
- 2a** to recognise and compare the main external parts of the bodies of humans
- 3f** that humans and animals can produce offspring and these grow into adults
- 4a** to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- 1a** that the life processes common to humans and other animals include nutrition, growth and reproduction
- 2f** about the main stages of the human life cycle (INCLUDING HOW A BABY IS BORN)

National Curriculum PSHE Programme of Study

RSE will reflect the values of the PSHEC programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

RSE that is not taught through the Science curriculum is covered through PSHEC as follows:

RSE through PSHEC		
	Social & Emotional Wellbeing	Personal Health
EYFS Ourselves Family Hygiene Body Awareness	Discussions around being... Kind to others Look after others Sensible behaviour Good manners and politeness Sharing <ul style="list-style-type: none"> • To recognise some feelings • To recognise that their behaviour affects other people, especially when angry • That family and friends care for each other • To have identified family members and friends and the roles that they play • To know who they can talk to at home and in school 	<ul style="list-style-type: none"> • To appreciate and value their body, its capabilities and uniqueness • To understand why hygiene is important • To understand some areas in which they can look after themselves e.g. dressing and undressing
Year 1 Ourselves Family Friendships Body Parts	Discussions around being... Kind to others Look after others Sensible behaviour Good manners and politeness Sharing <ul style="list-style-type: none"> • To be able to describe their family • To understand why their families are special • To identify different ways that families and individual members care for each other • To have identified their special people and be able to describe what makes them special • To describe who a friend is and what a friend does 	<ul style="list-style-type: none"> • To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents • To know and value the different groups to which they belong • To recognise similarities and differences between themselves and their peers • To identify similarities and differences between themselves and the opposite gender • To recognise and name, using the proper terminology parts of the body and what those parts do.

	<ul style="list-style-type: none"> To demonstrate some skills needed to make and maintain friendships 	
Year 2 Body Development Looking After the Body Confidence	<p>Discussions around...</p> <p>Respect</p> <p>Friendship</p> <p>Trust</p> <p>Honesty</p> <p>Politeness</p> <p>Happiness</p> <ul style="list-style-type: none"> To see oneself as special, to recognise strengths, abilities and personal characteristics To have begun to build self esteem and confidence by looking at their skills and achievements 	<ul style="list-style-type: none"> Importance of rules Making healthy and safe choices Importance of health and safety Promoting team work To describe how to look after particular parts of the body To explain why it is important to keep clean To be able to describe and carry out basic hygiene routines To know what they can take responsibility for and know when they need help To learn that humans produce babies which grow in to children and then into adults How they have changed since they were babies
Year 3 Self esteem Decision making Safety	<ul style="list-style-type: none"> Managing our feelings and emotions What helps people get on with other people (qualities you would look for in a friend) To recognise their worth as individual by identifying positive things about themselves and their achievements and by beginning to identify an area that needs to be strengthened To be able to identify potential dangers in different environments To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know To demonstrate basic 	<ul style="list-style-type: none"> To recognise that choices require decisions To be able to consider different possibilities To demonstrate effective decision making skills Understand that people's actions and responses will be affected by different factors Be able to recognise and challenge some stereotypes

	<ul style="list-style-type: none"> techniques to resist pressure To know who they can go to for support and help Keeping safe at school, in the home, fire safety, road safety, caring for myself 	
Year 4 Diversity Emotions Change Alcohol & Drugs Personal Hygiene	<ul style="list-style-type: none"> Feelings – things which make me happy, sad, scared (loss and mourning) To be able to communicate both positive and negative emotions in different situations To identify and recognise in themselves a range of different emotions To understand how their emotions affect their interactions with other people To give examples of their actions which can affect the emotions of other people To appreciate that their emotions can lead them into risky situations To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial, and religious diversity, gender and disability 	<ul style="list-style-type: none"> Making healthy and safe choices Knowledge of bacteria , germs and diseases Identify methods and ways for personal hygiene Importance of staying clean Oral hygiene – dentist Drugs & medicines Alcohol & drug abuse
Year 5 Relationships Support networks e-safety Puberty & hygiene	<ul style="list-style-type: none"> Feelings – things which make me happy, sad, scared, embarrassed... Difficult situations e.g. teasing, bullying Expressing feelings – controlling anger Keeping safe on the internet Identify people in their support network and describe why they are special to them Demonstrate that they know how to ask for help and support 	<ul style="list-style-type: none"> The physical and emotional changes that take place at puberty & Importance of staying clean (taught in single-sex groups by same sex teacher) To be aware of the facts of the human life cycle To identify and describe the main physical and emotional changes that take place at puberty for boys and girls To be able to identify and understand how hygiene needs

	<ul style="list-style-type: none"> • Identify whom to ask for help in certain situations • Identify some sources of outside support beyond their immediate network • Identify possible risks in seeking support and how to manage these • To have explored some of the differences in relationships between friends and family • To be able to consider and discuss a range of family types including single parents and foster parents • To have considered the meaning of the word love and the variety of different meanings that it has • To have considered how other people feel in some situations and how this helps or hinders friendships • To have practised skills needed to maintain relationships 	<ul style="list-style-type: none"> • to change during puberty • To explore girls perceptions of boys and boys perceptions of girls in a variety of situations
<p>Year 6</p> <p>Resolving conflict in relationships</p> <p>Taking risks</p> <p>Stereotyping</p> <p>Puberty & hygiene</p>	<ul style="list-style-type: none"> • Friendships (who our friends are/how we make and lose friends) • Forming positive relationships with adults and peers • To resolve differences through negotiation • skills by looking at alternatives, making • decisions and explaining choices • Expressing feelings and how we do this – being assertive, not bullying • Feelings about the future (e.g. changing schools) • Keeping safe on the internet • To recognise and challenge stereotyping 	<ul style="list-style-type: none"> • The physical and emotional changes that take place at puberty & Importance of staying clean (taught in single-sex groups by same sex teacher) • Making decisions – peer pressure – risk taking – avoiding drugs and alcohol • To be able to explain their choices and stand • by their choices in the face of pressure • Keeping healthy – things that go into my body that help (e.g. some foods and medicines) and things that harm (e.g. drugs, cigarette smoke) • To be aware of the facts of the

	<ul style="list-style-type: none"> • To have explored media – music, television, magazines etc – portrayal of stereotypical images • To have practiced challenging stereotypical views in a safe environment 	<p>human life cycle</p> <ul style="list-style-type: none"> • To identify and describe the main physical and emotional changes that take place at puberty for boys and girls • To understand the biological aspects of puberty and reproduction • To be able to identify and understand how hygiene needs to change during puberty • To explore girls perceptions of boys and boys perceptions of girls in a variety of situations
--	--	---

Puberty lessons for Upper Key Stage 2

We recognise the importance of teaching children about their body changes and physical development, particularly for those children in the transition year before moving to secondary schools. The school will arrange the teaching of puberty in single sex groups with the same gender teachers. We have clear parameters on what children will be taught including:

- changes in the body related to puberty, such as periods and voice breaking; and
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these

The delivery of separate lessons to boys and girls in Year 5 & 6 will be preceded by offering parents a detailed overview of the content to be taught. As a school we will be rigorous to monitor and evaluate visual aids, such as videos, pictures etc., and other teaching aids, by providing an opportunity for parents and community groups to comment.

Parents will have the right to withdraw their children from puberty lessons except for those parts included in the statutory National Curriculum for Science. Parents should do this by writing a request to withdraw their child and discuss this with the Head Teacher before the scheduled delivery of the lessons.

Provision of Pubertal Girls

- Sanitary protection is available (only in emergencies) from the Pastoral Care Team.
- Sanitary disposal units are situated in the girls toilets for upper phase.
- Girls are to be given a bag in which to keep sanitary protection and a spare pair of underwear. These are held in the school office, ensuring the child has been provided with all the privacy and the sensitivity they need.

- The Pastoral Care Team will demonstrate where and what they need to bring into school for first time users.
- Parents are actively encouraged to inform the school (as soon as possible) if a girl has begun menstruation.

Teaching and resources

A range of teaching methods which involve children's full participation will be used to teach RSE. These include use of video, images, discussion, looking at case studies, drama and role-play. As a school we will endeavour to monitor and evaluate visual aids to ensure that they are age appropriate but meet requirements to teach RSE effectively. These will be shared with parents prior to teaching. Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of RSE.

Working in Partnership with Parents

Every parent and every school wants to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty and emotionally supported. Parents play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm.

As a school we are committed to working in partnership with the community, through initiatives such as *Parent Voice*, and are sensitive to the religious, cultural and social needs of the community we serve. As part of our commitment we will keep parents informed on the RSE Policy and we will involve parents in consultation to reflect their wishes.

Parents are the key people in:

- Teaching their children about growing up and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up;
- Preparing them for the challenges and responsibilities that maturity brings.

The school includes information on RSE in the school prospectus and website and full details are available on request. The school informs parents when aspects of the RSE programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from all or part of the RSE provided except for those parts included in the statutory National Curriculum. Parents are asked to contact the Head Teacher who will be available to discuss any concerns.

Working with the Wider Community

The school will form links with health professionals such as doctors, nurses and outside agencies as we recognise that people in the wider community have much to offer at all levels of planning and delivering RSE, bringing a new perspective and offering a specialised knowledge, experiences and resources.

Elements of RSE will be provided by a range of people in the wider community including health professionals, social workers, youth workers and visitors. If people other than school staff support RSE provision, they will be made aware of and agree to abide to our RSE policy before any support is given.

Equality

Equal opportunities are a fundamental right for all children regardless of age, gender, race, cultural and social backgrounds, religious beliefs, physical and sexual characteristics or educational needs. To reinforce these rights this policy will actively promote the whole school Equal Opportunities Policy.

Whilst we recognise that parents have the right to withdraw their children from RSE teaching, the school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

The RSE programme will ensure that it is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

Confidentiality and Child Protection

RSE education will take place in a secure and supportive environment however the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting RSE should be alert to the signs of abuse (including Female Genital Mutilation), neglect and exploitation. The school has a separate Child Protection Policy. Effective RSE education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Monitoring and Evaluation

Effectiveness of the RSE policy will be monitored on-going by the SLT and PSHEC Leaders. Any recommendations in light of new legislation, OFSTED, DfE or following consultation with the school and wider community will be reported to the governors for their approval. OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural

development of children. This includes evaluating and commenting on the school's policy for RSE.

The Governing Body, who has a duty '*to promote the well-being of the school*' (2006 Education and Inspections Act), will ensure that the RSE policy meets legislative requirements. The Governing Body will also ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children (2010 Equalities Act). Hence, the RSE programme must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. The RSE policy will be reviewed every 2 years or whenever legislation is updated.

Links to other policies

This policy should be read alongside the following policies:

- Child Protection & Safeguarding Policy
- Equality Policy
- Creative Curriculum Policy
- PSHEC Policy
- Science Policy
- Confidentiality Policy
- Positive Pupil (Behaviour) Policy
- Anti Bullying Policy