



Policy for Relationships Education and Relationships and Sex Education (RSE)

Reviewed: January 2020

Date of next review: January 2022

Rationale

At Riseley C of E Primary School we believe that Relationships Education and Relationships and Sex Education (RSE) are an important element in the growth and development of the whole child. Reflecting our school ethos and values, they are rooted in the life-long learning which nurtures and prepares young people for adulthood and a 'life in all its fullness' and as such, it is essential that we provide the correct foundation upon which secondary schools can build. In a constantly changing world, all children need the knowledge, skills and understanding which will equip them for the opportunities, experiences and responsibilities of puberty and adult life. Teaching RSE is developmental and the areas covered in our curriculum will be matched to the age and stage of understanding of our children. We also believe that parents have a responsibility in this area and that, in order to be truly effective, our work should be in partnership with them.

This policy is written in accordance with the DfE Relationships and Sex Education (RSE) and Health Education Guidance July 2020.

Definition of Relationships Education and Relationships and Sex Education (RSE)

Relationships Education and RSE are about the emotional, social, physical, moral and cultural development of pupils, and involve learning about relationships, healthy lifestyles, growing up, diversity and personal identity. They involve a combination of sharing information and exploring issues and values. Pupils need to be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose also of preventing and removing prejudice. RSE is not about the promotion of sexual activity.

Effective Relationships Education and RSE are essential if young people are to make responsible and well informed decisions about their lives enabling young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

According to the statutory DfE guidance *Relationships and Sex Education (RSE) and Health Education*, July 2020;

The focus in primary school should be 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.

In ‘Sex and Relationships Education (SRE) for the 21st Century’ the PSHE Association states that;

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Objectives

As stated in the DfE guidance *Relationships and Sex Education (RSE) and Health Education*, July 2020, by the end of primary school pupils should have developed their knowledge and understanding of Relationships Education in the following areas.

Families and people who care for me

Pupils should know:

- 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

NB: Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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, for example family, school or other sources

Implementation of the policy

Relationships Education will be taught through our Jigsaw PSHE Education programme. In addition to this, RSE will be taught using the Cambridgeshire Primary Personal Development Programme and through the Science curriculum, from Early Years, in a way which builds on children's knowledge and understanding year on year. In accordance with advice from the DfE, this will be tailored to the age and physical and emotional maturity of our pupils and will ensure that both boys and girls are fully prepared

for the children 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.

Relationships and Sex Education (RSE)

We cover the following content through our PSHE Education and Science lessons:

Implementation of the Policy in Early Years

The Early Years unit, 'My Body and Growing Up', is designed to support children in learning how to value and appreciate their own and other people's bodies. Children will learn to recognise and name different external parts of the body including using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between different bodies including those between the bodies of girls and boys. The children will learn to appreciate all the different things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. This unit looks at personal hygiene and supports children in developing appropriate responsibility for it. They will continue to develop basic hygiene routines, including toileting and washing, and will also learn about the importance of good hygiene and cleanliness for preventing the spread of disease.

This unit is designed to encourage children to analyse their own role in developing positive, responsible and caring attitudes. They will learn that as they grow they will become more independent and will take more responsibility for looking after themselves and things around them. The children will examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care.

Implementation of the Policy in Key Stage 1

Year 1

Through the Year 1 unit of work, the children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with the view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

Year 2

In Year 2, the children will consolidate their understanding of how babies develop into children and then into adults and their own physical development. They will think about their responsibilities and how these have changed. They will then consider what babies and young children need to stay healthy and safe. The themes covered in this unit are 'the human life cycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

Implementation of the Policy at Lower Key Stage 2

Year 3

The Year 3 unit of work focuses on basic anatomy, including naming external body parts and the physical differences between males and females. Children will consider the capabilities of their bodies, in order to develop respect for their bodies and themselves. They will also develop their understanding of personal hygiene and learn more about how to prevent the spread of illnesses. The main themes of this unit are: 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

Year 4

During Year 4, children consider the human life cycle in more detail. They consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

In Year 4 children learn about their bodies and the changes which take place over puberty. In line with guidance from Her Majesty's Chief Inspector of schools, boys are included in this teaching and as well as explaining changes to their own bodies they will be encouraged to be caring and understanding of girls as they face the physical and emotional changes of puberty. Boys and girls are taught separately on these occasions. Parents are able to come into school to discuss these issues with staff during the summer term.

Implementation of the Policy at Upper Key Stage 2

In Years 5 and 6 we teach RSE as part of the planned PSHE Education curriculum using the Cambridgeshire Primary Personal Development Programme and through the science curriculum. The taught units cover the following content:

Year 5

The Year 5 unit of work focuses on basic anatomy, including the physical differences between female and male bodies. It examines the changes that happen to people's bodies at various stages in their lives,

especially at puberty. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

The DFE Sex and Relationship Education Guidance 2000 states that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical change'. So this unit will be delivered to Year 5 with a review in Year 6.

Year 6

The Year 6 unit begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and emotions with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively.

They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love in marriage and established relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

Staff Training

Staff training takes place every 2 years to ensure that the members of staff are aware of local teenage pregnancy and STI issues and local targets. It also ensures that the teachers are fully supported in their role as teacher of Relationships education and they know how the curriculum progresses for the children throughout the school.

Parental Involvement

It is our strong belief that parents have a crucial role in the continuing development and support of this teaching within the home. The school is committed to working with parents in the teaching of Relationships and Sex Education. All parents will have the opportunity to develop their own understanding of the RSE programme in advance of the children beginning work on their learning. This will be achieved by consultations being offered with the teachers / RSE subject leads for individual parents as appropriate.

Under the Statutory guidance September 2020, parents are not able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing

adolescent body and puberty). Parents are able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. Whilst sex education is not statutory in primary schools, the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education. Parents who wish to exercise this right are invited to see the Head Teacher who will explore the concerns of the parents and the possibilities of adjusting the approach to the programme. Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed.

Equal Opportunities

Since RSE is a sensitive area of the curriculum the school has a particular awareness of the issues surrounding ethnicity, Special Educational Needs and Disability and sexual identity and orientation.

We have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationships Education and RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

OFSTED recommends that schools actively seek pupils' views on RSE. It also stresses the importance of planning and delivering RSE that meets the needs of all children and young people, especially those from black and minority ethnic communities, those with a disability, boys, and school aged parents and gay young people.

Child Protection

The school has a child protection policy and set procedures. The DSLs for any Child Protection issues are Clare Claxton, Interim Executive Head teacher, and Becky MacAlpine.

Monitoring and Evaluation

RSE, like any other aspect of teaching and learning, is monitored within the school's existing framework.

The school has two designated Relationships Education and RSE subject leaders – Amy Perrett and Rachel Wingerath.

The school has a designated Relationships Education and RSE Governor – Reverend James Isaacs.

Assessment, Recording and Reporting

Children’s knowledge and understanding is assessed at the end of relevant modules in Science and PSHE Education in addition to AfL techniques, such as Draw and Write activities, used during the teaching of each module.

This policy should be read in conjunction with the following policies:

PSHE Education

Behaviour

Safeguarding

Drug and Alcohol Education

Equal Opportunities

The Policy is reviewed biennially and takes into account of the views of Staff, Parents and Governors.

Agreed by:

Chair of Governors:

Head Teacher:

Ratified on: 15 March 2021