



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Review Date: September 2021

Introduction

Monkshouse Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum and is also linked to Science. We aim to equip all pupils with accurate knowledge about relationships and sex with a carefully planned programme on human development, relationships, sexuality and family life. It will enable pupils the opportunity to explore and respect their own and others' opinions, attitudes and values, in an unbiased environment. The programme is matched to the pupils' level of maturity and pupils will revisit topics to further their existing knowledge. This policy reflects the requirements of the DCSF Relationship and Sex Guidance.

Aims

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for RSE. The school promotes the following in their teaching of RSE:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships
- To be prepared for puberty
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand how safe routines can reduce the spread of viruses
- To understand the role, the media plays in forming attitudes

Objectives

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to

prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. The scheme of work for RSE at Monkshouse maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSE through other subject areas (e.g. Science, P.E. and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Normal class rules will be followed during RSE lessons, in addition, it will also be necessary to establish the need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult. Active learning techniques such as circle time, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSE lessons. Most of RSE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material but may then give opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

Content

(See RSE scheme of work for further details appendix A)

Health Education including, personal safety including online, hygiene, physical and sexual development, growth and change, puberty, child development and parenting.

Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Using visitors to deliver RSE

External staff may occasionally be used to deliver aspects of RSE however any visiting speakers to the school should be familiar with the school's policy on Relationships and Sex Education. If a visitor is used, they will be supervised by a member of staff at all times.

Confidentiality

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk from harm.

Safeguarding Procedures

The school has an appointed member of staff who is responsible for safeguarding procedures. If an adult suspects that there is a safeguarding issue, they need to inform this person and record any evidence that supports their concerns (see Safeguarding and Child Protection Policies). As part of RSE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting 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
- Parents have the right to withdraw their children from lessons which include sex education - those that do not sit within the Relationships Education or Science curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

Policy Review

This policy will be reviewed every 3 years. The teaching of RSE will be evaluated after each RSE unit has been taught and any relevant changes made, these will then be implemented the next time the RSE unit is taught.

Appendix A

RSE Objectives

Year 1

- Being safe: In the house.
- Respectful Relationships -The conventions of courtesy and manners.
- Caring Friendships - How important friendships are in making us feel happy and secure (choosing and making friends).
- Online technology safety -Taking care online: personal details.
- Being Safe - How to respond safely and appropriately to adults they may encounter who they do not know.
- Families and people who care for me - Families are important whilst growing up, giving love, security and stability.
- Gender stereotypes/Celebrating difference: Toys.

Year 2

- Families and people who care for me - Other families sometimes look different from their personal family but they should respect the differences and understand that the basis for a family is characterised by love and care for them.
- Respectful relationships - Respecting others even when they are very different (physically, character, personality, backgrounds, beliefs or preferences).
- Respectful relationships - In school and in wider society they can expect to be treated with respect by others and vice versa (include those in positions of authority).
- Being Safe - Keeping safe: Out and about.
- Being Safe - Keeping safe: People who can help me.
- Caring Friendships - The characteristics of friendships (mutual respect, truthfulness, trustworthiness, loyalty, sharing interests/experiences and supporting with problems and difficulties).
- Gender Stereotypes - Celebrating difference: Similar and different.

Year 3

- Respectful Relationships - Self-respect and how this links to their own happiness.
- Families and people who care for me - Relationships: Getting on with your family.
- Families and people who care for me - The characteristics of a healthy family life (commitment, protection and care, the importance of spending time together and sharing each other's lives).
- Caring Friendships - What makes a good friend?
- Caring Friendships - Healthy friendships are positive and welcoming and do not make others feel excluded or lonely.
- Online Relationships - The same principles apply to online relationships (importance of respect).
- Online Relationships - Online technology safety: Photos of myself online.
- Being Safe - boundaries that are appropriate in friendships with peers and others (including digital context).
- Being Safe - Keeping safe: Personal space.
- Gender Stereotypes - Celebrating difference: Jobs we do.

Year 4

- Caring Friendships - Friendships have ups and downs and these can often be worked through (resorting to violence is never right).
- Respectful Relationships - Different types of bullying and the impact. How to report and get help and responsibilities of bystanders.
- Being Safe - Concept of privacy, include it isn't always right to keep a secret if they relate to being safe.
- Gender Stereotypes - Celebrating difference: Mothers and fathers.
- Families and people who care for me - Marriage/civil partnership represents a formal and legally recognised commitment of 2 people.
- Online Safety - Online technology safety: Taking care online: Who can help us?
- Online Relationships - How to critically consider their online friendships (awareness and risks associated with people they have never met).

Year 5

- Gender stereotypes: Discrimination and equal opportunities.
- Being Safe - Each person's body belongs to them, the difference between appropriate and inappropriate/unsafe physical contact.
- Respectful Relationships - Different types of bullying and the impact. How to report and get help and responsibilities of bystanders.

- Respectful Relationships - What a stereotype is (how it can be unfair, negative or destructive).
- Families and people who care for me - How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help.
- Families and people who care for me - Stable and caring relationships are at the heart of happy families and important for children's security as they grow up.
- Online Relationships - How information and data is shared and used online.
- Caring Friendships - How to recognise who to trust and who not to trust, also how to judge when a friendship is making them unhappy or uncomfortable.

Year 6

- Being Safe - Keeping safe: People who can help me.
- Online Relationships - Online technology safety: Cyberbullying.
- Being Safe - Keeping safe: People who can help me. Where to get advice from (family, school other sources).
- Respectful Relationships - The importance of permission seeking and giving in relationships with friends, peers and adults.
- Being Safe - Keeping safe: Assertiveness, saying no.
- Respectful Relationships: Trust.
- Respectful Relationships: Peer pressure.

External body parts are covered in the national curriculum for science therefore not covered in RSE however staff should use correct words for body parts and correct children if necessary.

Puberty (including periods) should be covered and addressed before onset so pupils are prepared in advance for changes they will experience. Therefore, puberty will be covered from Year 4 upwards and a letter will be sent out to parents before the delivery of this lesson.

'Body Matters' - will be hosted once a month (Friday lunchtime) to all children if they have any questions or issues they wish to discuss.

Red box project is ongoing, offering children and staff emergency sanitary items.

This policy will be reviewed in 2022 unless government legislation requires an earlier update.

Signed _____ Headteacher on behalf of the Governing Body.

Date _____