



Studlands Rise First School

First Steps on the Learning Journey

Relationships and Sex Education (RSE) Policy

July 2020

Statement of Intent

At Studlands Rise First School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Definition of RSE

Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

What are the aims of Relationships Education, Sex Education and Health Education in the primary school?

The opening paragraph of the Department for Education guidance states:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."
(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

Purpose of RSE policy:

All Schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents about what is taught and when
- Give parents and carers information about their involvement with RSE
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and manner in which RSE is delivered

Moral and Values Framework

All those who teach aspects of RSE within Studlands Rise school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole Studlands community. The teaching of RSE will encourage pupils to:

Value and respect themselves;

Value and respect others and Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

Aims and Objectives for Relationships and Sex Education

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. This should take place with consideration of the qualities of relationships within families.

At Studlands Rise First School RSE is delivered through the Jigsaw PSHE programme.

RSE in our school aims for pupils to:

- o develop confidence in talking, listening and thinking about feelings and relationships;
- o develop skills to make and maintain positive relationships
- o develop positive attitudes and values and respect differences in opinion
- o be able to name parts of the body and describe how their bodies work;
- o be able to protect themselves and know where to go for help and support;
- o gain accurate knowledge and understanding about sexuality and relationships
- o to be prepared for puberty.

The objectives of Relationships and Sex Education 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 sexual 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 dispel myths, misinformation and prejudice

Legal requirements

The government says that Relationships and Sex Education (RSE) is only compulsory from year 7 onwards. However, maintained primary schools are required to teach the elements of sex education contained in the science curriculum. For example, the Key Stage KS1 and KS2 programmes of study for science show that in KS1 it is a statutory requirement for pupils to be taught to "notice that animals, including humans, have offspring which grow into adults".

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national science curriculum. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the Headteacher and PSHE leader who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided for them to do in another class.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. As well as through Science, RSE will be taught through dedicated PSHE sessions. A summary of the programme content is outlined below;

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health and to stay clean. In RE and Citizenship 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. In on-going PSHE work they will discuss the differences between boys and girls and will name the body parts. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Lower Key Stage 2

Through on-going PSHE lessons, children are introduced to the reasons why adults may choose to have a baby and learn briefly about the changes required in boys and girls bodies to allow for a baby to happen later in life and how puberty is related to this.

They learn about personal hygiene and keeping clean. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will discuss personal space and acceptable forms of physical contact. They will develop skills needed to form relationships and to respect other people's emotions and feelings and explore how they can deal with times of anxiety and stress

Relationship and Sex Education will focus on the development of skills and attitudes and not just the acquisition of knowledge.

Delivery of the curriculum

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

Relationships and Sex Education is usually delivered in mixed gender groups through PSHE lessons. Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships. It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded.

The relationships, sex and health curriculum will be delivered as part of our PSHE Jigsaw curriculum

Through effective organisation and delivery of the subject, we will ensure that:

Core knowledge is sectioned into units of manageable size.

The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Studlands Rise ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At Studlands Rise we do teach pupils sex education beyond what is required of the science curriculum.

The elements of sex education covered within the PSHE curriculum are covered by the Unit 'Changing Me'

Jigsaw RSE Content – 'Changing Me'

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	Seek out others to share experiences. Show affection and concern for people who are special to them Explain own knowledge and understanding, and ask appropriate questions of others
1	Piece 4 Boys' and Girls' Bodies	ELG - Show sensitivity to others' needs and feelings identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
2	Piece 4 Boys' and Girls' Bodies	respect my body and understand which parts are private recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family

	Piece 3 Outside Body Changes	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Piece 4 Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Piece 3 Girls and Puberty	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>

The organisation of Relationship and Sex Education

Mrs Maguire (Deputy Head Teacher) is the designated teacher with responsibility for coordinating Relationships and Sex Education

The RSE lead has the following responsibilities:

- To review the RSE policy with the Head Teacher and Governors
- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements (Learning and Skills Act 2000)
- To lead on the evaluation of the RSE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective RSE

The name of the RSE Governor is Mrs Ormsby

She has the following responsibilities:

- To ensure that an up-to-date RSE policy is in place and is made available to parents and for inspection
- To ensure that the RSE policy and curriculum are in line with the DfE RSE Guidance 2019
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

Specific Issues

Parental consultation and working in partnership with parents

Parents are the key people in:

- Teaching their children about relationships and sex
- 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 sexual maturity brings.

The RSE policy in conjunction with the PSHE policy is displayed on the school website which all parents are encouraged to read. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme and any changes made.

Child Protection / Confidentiality

All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation. The School will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The School will ensure that staff understand they cannot offer unconditional confidentiality to pupils. They will work with the School's child protection procedure for recording and reporting disclosures and the nature of access to this information.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Terminology

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader and teacher's responsibility to plan the curriculum and lessons."

Visitors to the school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinators will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the schools' RSE programme. A teacher will be present during the lesson.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Equal Opportunities

Studlands Rise 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.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher, Governors and the PSHE subject leader. The School will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

The Relationships and Sex Education Policy is reviewed every year by Governors.

Withdrawal of Pupils from RSE and Complaints Procedure

Relationships and Health Education are statutory at primary age and parents do not have the right to withdraw their child from these subject areas.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The Headteacher will automatically grant withdrawal requests, however any parent wishing to withdraw their child is encouraged to make an appointment with the Headteacher to discuss the matter. The Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Headteacher will keep a record of the discussion between themselves and the parent.

Any complaints about the content or delivery of RSE should be addressed to the Headteacher

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		