



RSE Policy

The staff responsible for the RSE policy are:-

The Personal Development Team

The Governor responsible for the RSE policy are:-

Governors working with
The Personal Development Team

Agreed by Governors: 5th February 2021

Review Date: Spring Term 2022

Introduction

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up and relationships and reproduction, in an age- and stage-appropriate manner. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing, now and in the future.

We follow the new 2020 government guidance for relationships, Education, Relationships and Sex Education (RSE) and Health Education.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....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'
Secretary of State for Education, 2019

- From September 2020, all primary schools in England teaching 'Relationships Education' and 'Health Education'
- Guidance recommends all primary schools have a Sex and Relationships Education Programme that ensures 'boys and girls know about puberty and how a baby is born'

Our Aims

At Roydon Primary School, RSE is taught within our Personal, Social, Health and Economic (PSHE) education curriculum and our science curriculum and complements the wider ethos, values and principles of our school. RSE in this school includes learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

We aim to:

- Provide an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teach non-biased, accurate and factual information that is positively inclusive.
- Promote critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Help pupils develop feelings of self-respect, confidence and empathy. Promote safe, equal, caring and enjoyable relationships including friendships, families and online relationships.
- Create a positive culture around issues of sexuality and relationships; fostering gender equality and LGBT+ equality.
- Teach pupils the correct vocabulary to describe their emotions, bodies and relationships. Prepare pupils for the emotional and physical changes of puberty.
- Ensure pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Statutory Requirements

The majority of elements of the RSE curriculum are a statutory requirement to teach, in order for the school to meet DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, June 2019, and The Equalities Act, 2010.

Implementation

RSE is taught through a spiral curriculum (see Appendix 1). This approach means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage.

All RSE sessions will be age-appropriate and designed to meet the needs of all pupils in the class. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Across the school, RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Why do we teach RSE?

RSE takes away children's ignorance and not their innocence.

Children are naturally curious about growing up, how their bodies work and how humans reproduce. These questions need to be answered honestly and age appropriately, avoiding any unnecessary mystery, confusion, embarrassment and shame.

It helps them to develop respectful and consensual attitudes and behaviours.

It helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help.

Will relationships include LGBT relationships?

The guidance states that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

RSE should meet the needs of all pupils, whatever their developing sexuality or identity - at our school, this is planned to include age-appropriate teaching about different types of relationships in the context of the law.

Primary schools can cover LGBT content if they consider it age appropriate to do so. We plan to include this at Roydon Primary School, through teaching about different types of family, including those with same sex parents.

Parents' right to withdraw their children

Parents of primary-age children have the right to withdraw their children from some or all of Sex Education that is taught **outside** of the Science curriculum, but cannot withdraw from Relationships Education or Health Education.

So, what can parents withdraw their children from?

Learning how a baby is conceived and born (Year 6)

- Year 6 parents will be informed before Sex Education lessons are taught in the summer term.
- Parents will be encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Teaching and Learning

-PSHE Ground Rules are used in all PSHE and RSE lessons to create a safe and supportive learning environment.

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

- Pupils are able to ask anonymous questions. A question box or 'Ask-it basket' is available in every class.

- Teachers will answer questions as fully as they feel is age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. If pupils ask questions outside the scope of the learning intention, teachers will respond in an agreed manner.

- If necessary, teachers are able to ask a pupil to wait for an answer to give them time to consult with the subject leader or school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed if requested and samples will be presented for parents to view.

- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.

- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, role play/scenarios, card sorting and discussions.

- All pupils will regularly be made aware of how they can access help and support.

- We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Entitlement and equality of opportunity

- Learning Together - all children have equal access to the RSE curriculum. At Roydon Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community. Delivery will be differentiated appropriately by class teachers, to ensure access by all children in every activity. Teaching will include a range of activities, resources and groupings to allow all children to make progress. Children who may have special needs will be supported by class adults, with the possible involvement of the Special Needs Coordinator (SENCO).

Curriculum

There may be occasions where we need to adapt the curriculum as and when necessary. Relationships Education will focus 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.

Appendix 1

	Topic	Examples of lessons
Years 1 and 2	Health and well-being: Changing and growing	Similarities and differences of the human body, e.g. labelling main body parts like ankle, chin, waist and knees. Learn about growing from young to old.
	Relationships	Feelings, e.g. read books, talk about feelings of characters. Opinions, e.g. decide which are facts or opinions, Understand that it is important to share their opinions, learn to listen to other people and play and work co-operatively. Unkindness, e.g. sharing feelings of unkindness. Healthy relationships Recognise and respect similarities and differences. How their behaviour affects others.
Years 3 and 4	Health and well-being	Emotions and feelings, e.g. talking about their emotions. Puberty - growing and changing, e.g. discussing visual changes, looking at baby photos and talking about how they have changed. Talking about how the body changes shape.
	Relationships	Listening to others, empathy, responding to others, expressing opinions, working together, bullying, self-worth, resilience. Friendships and bullying. Learning about family units and how the make up of families can differ. How to form and maintain relationships with a range of different people. Gender stereotypes and the best way to challenge these. Discrimination <u>Activity examples:</u> Role play, building a structure together (e.g. who can make the tallest structure out of spaghetti), family links (e.g. talking about different family set ups or making a family tree).
Years 5 & 6	Health and well-being	Physical, emotion and mental health. Healthy minds. Body changes and puberty. Hormones. <u>Activity examples:</u> Looking at personal hygiene as the body changes Understanding that bodies change a different rates and discuss how this makes them look and feel.

	Relationships	Confidentiality; recognising who to trust; knowing how to respond to different situations Team work Race and ethnicity. Culture. Similarities and differences. Gender stereotypes, e.g. How stereotypes can be unfair, negative or destructive. Physical contact - appropriate and inappropriate contact Know that relationships change as a result of growing up; marriage Online relationships
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Appendix 2

Living and Growing DVD

During the summer term in Year 6 we will show the children a sequence of 5 programmes. The first 3 are published with an age of 7-9 years, but we believe that the subject matter discussed is more suited to the older child. This information is then built on in the later programmes which are designed for those aged 9-11.

Programme 1 - Changes

Children discuss changes that have happened to them, such as moving house, and how they used to play and behave when they were younger. They look at how boys' and girls' bodies are different and how they change as they grow older. There is a brief mention of menstruation.

Programme 2 - How babies are made

The children look at a range of relationships within their extended family, including a brief mention of a same sex relationship. A sexual relationship is shown with a cartoon, and it explains how an egg may be fertilised to develop into a baby.

Programme 3 - How babies are born

Content from the previous programme is revised. Then the children chat to a couple who are expecting a baby. A scan of an unborn baby takes place, and the birth of a baby is shown.

Programme 4 - Girl talk

This programme looks at the physical and emotional changes that take place when girls go through puberty. It addresses their concerns and worries, discussing them with young people, an agony aunt and an all-girl group, 'Cleopatra'.

The girls discuss what 'going out' means to them, changes which happen to girls are shown as cartoons, and periods are addressed. Issues such as buying a bra, spots and the first kiss are talked about by the girl group Cleopatra.

Programme 5 - Boy talk

Changes and concerns of boys during puberty are discussed with a group of lads. They talk about girlfriends and physical changes are shown using a cartoon. Information on erections,

wet dreams and masturbation is included, and a teenager talks about the need to wash regularly, sports, shaving and the voice breaking.