



# Relationships and Sex Education (RSE) Policy

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## **1. Purpose of the RSE Policy**

Producing an up to date RSE policy is the statutory responsibility of the Management Committee.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, children and outside visitors about the content, organisation and approach to teaching RSE
  - Enable parents and carers to support their children in learning about RSE
  - Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school children
  - Set out how the school meets legal requirements in respect of RSE
- I. Duty to promote well-being (Children Act 2004)
  - II. Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - III. Ensure children learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
  - IV. Protect children from unsuitable teaching and materials (Learning and Skills Act 2006)
  - V. Teach statutory RSE elements in the Science National Curriculum
  - VI. Have an up to date policy developed in consultation with children and parents (Education Act 1996)
  - VII. Meeting the school's safeguarding obligations
  - VIII. Make the policy available to children and parents (Education Act 1996)
  - IX. Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
  - X. Taken account of the DfEE guidance on RSE (2000)
  - XI. DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "RSE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
  - XII. Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

## **2. Development of the Policy**

This policy was developed by the Management Committee in consultation with c, staff, parents and carers and the wider community (school nurse and other health professionals , Camden LA,).

Parents were invited to a workshop to discuss the scheme of work

We have also taken account of the

- RSE guidance (DfEE 200)
- Example RSE policy (Camden April 2014)
- Guidance on PSHEE (DfE 2013)

## **3. Links to other policies**

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Equality policy and e-safety policy.

Our provision of RSE is part of our approach to support the health and well-being of children and our commitment to maintaining our healthy school Status.

#### 4. Definition of RSE

Relationship and Sex Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different relationships and where to get help if needed
2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving and caring relationships, developing self respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships , including marriage, rights, respect for rights and responsibilities in relationships, acceptance of difference and diversity, gender equality

#### 5. Why teach RSE at primary school?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from inappropriate on line content and exploitation
- It is a statutory part of the science curriculum covering the biological aspects of RSE

#### 6. Values promoted through RSE

Our RSE programme promote the aims and values of our school which include

- Respect for self and others
- Commitment, trust and love within relationships
- Rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Work to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity

- Promote gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Value of family life and of stable, loving and committed relationships, including marriage (both heterosexual and gay) and civil partnerships, for bringing up children

RSE will support the importance of strong and stable relationships, including marriage for heterosexual and gay couples and civil partnerships for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

## **7. Aims for RSE**

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need help

## **8. Content and Organisation of the Programme**

*Where is RSE taught?*

RSE will be taught through a planned programme in PSHE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, as discrete topics/units at a level appropriate to the needs and maturity of the children. There is time for discrete teaching topics in each year group. We ensure that the same messages about being safe on line are taught through RSE as in IT/computing.

*What is taught in each year group?*

- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of children and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the Camden RSE learning objectives and suggested scheme of work
- The content is based on the RSE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum

See Appendix 1 for what is taught in each year

See Appendix 2 for the RSE aspects statutory science

See Appendix 3 for the RSE aspects in the non-statutory guidance on PSHE and Citizenship

### *Who teaches RSE?*

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

The school nurse sometimes provides drop in sessions to support children on a range of health issues, including puberty

### *How is RSE taught?*

- On the whole children are taught in single sex groups to ensure that they have opportunities to discuss sensitive issues in a safe environment.
- Teachers set a group agreement or ground rules with children to ensure that an atmosphere is created where children feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the children. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that children can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of children. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

- A variety of teaching methods are used that enable children to participate and reflect on their learning, role play, quizzes, pair and small group work. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help children gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all children, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all children feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- RSE is differentiated to meet the needs of children and specialist resources may be used to respond to their individual needs. In some cases children have individual support from a member of staff.
- Staff do not discuss details of their personal relationships with children.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and Trans's relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst children and ensure all children feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships, for family life and bringing up children.

## **9. Involving children**

To ensure the RSE programme meets the needs of children, the PSHE Coordinator talks to children individually when reviewing and evaluating the programme each year.

## **10. Confidentiality, safeguarding and child protection**

Although RSE is not about personal disclosures and personal issues, it is possible that a child may disclose personal information. Staff understand that they cannot promise children absolute confidentiality, and children know this too.

If teachers are concerned in any way that a child is at risk of sexual or any other kind of abuse, they will talk to one of the Designated Safeguarding Leads and follow the school's Safeguarding and Child Protection Procedures. If a child discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

### **11. Assessing RSE**

Children's progress in learning in RSE is assessed as part of the assessment of science and PSHE and citizenship.

### **12. Monitoring and evaluating RSE**

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. Children and staff are involved in evaluating the RSE teaching programme.

### **13. Training staff to deliver RSE**

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden LA and other organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

### **14. Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Giving parents the content of the RSE teaching programme in advance of the children having the lessons
- Inviting parents and carers to a workshop to discuss RSE in the school and help them talk to their children about growing up and the RSE Programme
- Providing materials for parents/carers to use when talking about RSE with their children
- Providing information on RSE for the Parent's/Carers Notice board, and making available a paper copy of the policy for any parent and carer that would like a copy
- Consulting parents on the RSE policy when it is reviewed



- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

### **15. Disseminating the policy**

A copy of this policy is on the school website. It is included in the

- Staff shared drive

Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents/carers are informed through the newsletter and school's website.

### **Key contacts**

PSHE and Citizenship Co-ordinator: Alyson Dermody Palmer

RSE Lead: Alyson Dermody Palmer

Designated Safeguarding Leads: Alyson Dermody Palmer and Carla Stooke

## Appendices

### Appendix 1

RSE Scheme of Work for each Year Group

#### RELATIONSHIP AND SEX EDUCATION

##### Summary of each Year

<b>Year 1</b>	Understand how they are growing and changing, that babies become children then adults, the basic difference between a baby girl and boy (name penis and vagina), different types of families and what makes a good friend, know there are different types of toys that can all be enjoyed by boys and girls
<b>Year 2</b>	Introduce the concept of male and female and gender stereotypes, difference between male and female babies, correct biological words for the male and female body parts, growing from young to old (human lifecycle), showing care to others, how people are cared for at different stages of their lives, different types of families and how they care for each other
<b>Year 3</b>	Understand about gender stereotype, name male and female body parts using scientific words-include male and female sex parts and how they are needed for reproduction, family differences and exploring stereotypes, how they have grown and changed since being babies
<b>Year 4</b>	Main stages of the human life cycle, some basic information about physical and emotional changes at puberty and the link with reproduction, keeping clean at puberty
<b>Year 5</b>	Changing and growing since they were younger, physical and emotional changes at puberty, menstruation and wet dreams, changing feelings at puberty, including in relationships with friends and family and how to deal with the changes
<b>Year 6</b>	Exploring worries at puberty, attitudes and values around gender stereotyping and sexuality, qualities of good relationships, different types of relationships, sexual orientation, difference between a friendship and an adult relationship, sexual intercourse, conception and pregnancy, responsibilities of being a parent

### Appendix 2

RSE aspects Statutory Science

#### KS1

*Life processes*

1b that animals including humans, move, feed, grow, use their senses and reproduce

*Humans and other animals*

2a to recognise and compare the main external parts of the bodies of humans

2f that humans and animals can produce offspring and these grow into adults

*Variation and classification*

4a to recognise similarities between themselves and others and treat others with sensitivity

**KS2**

*Life processes*

1a that the life processes common to humans and other animals include growth, nutrition and reproduction

*Humans and other animals*

2f about the main stages of the human life cycle

**Appendix 3**

RSE aspects in the non-statutory guidance on PSHE and Citizenship

Key Stage 1

*Developing confidence and responsibility and making the most of their abilities*

1b to share opinions on things that matter to them and explain views

1c to recognise, name and deal with their feelings in positive way

*Preparing to play an active role as citizens*

2a to take part in discussions with one other and the whole class

2e to realise that people and other living things have needs, and that they have responsibilities to meet them

2f that they belong to various groups and communities, such as family and school

*Developing a healthy, safer lifestyle*

3d About the process of growing from young to old and how people's needs change

3e the names of the main parts of the body

*Developing good relationships and respecting the differences between people*

4b to listen to other people, and play and work co-operatively

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

***End of key Stage Statements for PSHE and Citizenship***

Children can recognise and name feelings and express positive qualities about themselves.

They are developing confidence in sharing their views and opinions.

They can name the parts of the body

They can recognise how their behaviour affects other people and cooperate with others

They can identify and respect differences and similarities between people and understand way that family and friends should care for one another

**Key Stage 2**

***Developing confidence and responsibility and making the most of their abilities***

1a to talk and write about their opinions, and explain their views on issues that affect themselves and society

1c to face new challenges positively, by collecting information, looking for help, making responsible choices and taking action

1d to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

***Preparing to play an active role as citizens***

2a to research, discuss and debate topical issues, problems and events

2f to resolve differences by looking at alternatives, making decisions and explaining choices

***Developing a healthy, safer lifestyle***

3b that bacteria and viruses can affect health and that following simple safe routines can reduce their spread

3c about how the body changes as they approach puberty

***Developing good relationships and respecting the differences between people***

4a that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

4c to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships

4e to recognise and challenge stereotypes

4f that differences and similarities between people arise from number of factors including cultural, ethnic, racial, religious diversity, gender and disability

4g where individuals, families and groups can get help and support

**End of key Stage Statements for PSHE and Citizenship**

Children can demonstrate that they recognise their own worth and that of others

They can express their views confidently and listen to and show respect for the views of others

They can identify positive ways to face new challenges

They can discuss some of the bodily and emotional changes at puberty

They can identify some factors that affect emotional health and well-being

They can identify different types of relationship, and can show ways to maintain good relationships).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

They can debate, explain their views and listen to others and consider different alternatives