



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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| Agreed by Governing Board | Date: September 2021 |
| Date of Review | Date: |

Rationale and Ethos

At Park Road Sale Primary School we value the importance of Relationships and Sex Education to help and support young people through their physical, moral, spiritual, cultural and emotional development which is reflective of the school values.

RHSE forms a part of wider teaching about relationships. A child with a strong sense of their own worth and the worth of others has a foundation on which to develop successful life relationships. We aim to instil in each child an understanding of their own self-worth and an appreciation of the individual value of those around them.

To be effective we recognise that Relationships, Health and Sex Education should always be taught within the broader context of the PSHE curriculum and it is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

“RHSE enhances and is enhanced by learning related to other topics, including anti-bullying: keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco: and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.” (PHSE Association, 2018)

Recognising that pupils' RHSE education lies mainly with parents and carers, the school's programme will be delivered in a way that affords dignity and shows respect to all who make up a diverse community. Its delivery complements and build on the partnership between home and school and we actively encourage parents and carers to discuss RHSE lessons to build on mutual understanding, trust and co-operation.

The school is required to teach Relationships and Health Education as part of the revised Department for Education statutory guidance that states that from September 2020 all schools must deliver Relationships and Health Education with sex education being compulsory from KS3. We have chosen to teach human sexual reproduction in Year 5. Children of this age are naturally curious about conception and their changing bodies as they proceed through puberty. At Park Road we are clear that RHSE is primarily about relationship education as human sexual reproduction has emotional and social dimensions. Our teaching is always age appropriate.

Legislation (statutory regulations and guidance)

Relationship and Sex Education will be mandatory from September 2020. At Park Road Sale Primary School we teach RSE as set out in this policy and have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. In particular, we follow the guidance in the Government document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' issued in June 2019 on the effective implementation of Relationships and Sex Education.'

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote

understanding and respect. The Department of Education has produced advice on the Equality Act 2010 and schools (DFE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) which includes homophobic, sexist, sexual and transphobic bullying and Section 4.2 of the national curriculum (2014) states:

“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.”

Roles and Responsibilities

The Governing Body and Headteacher will involve parents in developing and reviewing our Relationship and Sex Education policy and guidelines to ensure that this policy considers parents' wishes and the culture of the community we serve.

Staff are responsible for delivering Relationship and Sex Education in a sensitive way, modelling positive attitudes to RSE, monitoring progress and responding to the needs of individual pupils.

Aims

The intended outcomes of our programme of study for Relationships and Sex Education (RSE) at our school are to:

- ▶ Provide a framework in which sensitive discussions can take place;
- ▶ Promote and support pupils through their physical, emotional, spiritual, moral and cultural development;
- ▶ To raise children's self-esteem and confidence
- ▶ To develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peer or what they see in the media
- ▶ To create a positive culture around the acceptance of different beliefs, cultures, sexual orientation, physical and mental abilities, backgrounds and values of those around them
- ▶ To support children to lead a healthy and, safe lifestyle, teaching them to care for, and respect, their bodies
- ▶ To prepare and support pupils for puberty and give them an understanding of sexual development, the importance of health and hygiene and human sexual reproduction and move with confidence from childhood, through adolescence, into adulthood.
- ▶ To give them an understanding of sexual development and develop the skills they need to lead confident, healthy and independent lives and understand the importance of health and hygiene for their future wellbeing;
- ▶ To help pupils understand the importance of marriage for family life, stable and loving relationships, respect, love and care.
- ▶ Create a positive culture around issues of sexuality and relationships;
- ▶ Teach pupils the correct vocabulary to describe themselves and their bodies;
- ▶ To provide children with the right tools to enable them to seek information or support, should they need it
- ▶ To teach pupils about consent and their right to say no, in an age appropriate manner

- ▶ To teach lessons that are sensitive to a range of views, values and beliefs and abilities
- ▶ Prepare pupils for the opportunities, responsibilities and experiences of adult life;
- ▶ Equip children, in accordance with the school's vision, with confidence and life skills to reach their full potential.
- ▶ to ensure that staff teaching RHSE remain neutral in their delivery whilst ensuring that children always have access to the learning they need to stay safe, healthy and understand their rights as individuals

Overview

The school's approach to, and the content of, its Relationships and Sex Education teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught.

At Park Road, effective Relationships and Sex Education is seen to be essential if young people are to make responsible and well informed decisions about their lives. We aim to teach the new Relationship and Sex Education framework through our PSHE (Personal, Social and Health Education) scheme of work, skills and objectives. It will be part of lifelong learning about physical, moral and emotional development whilst promoting positive values. It will equip pupils with the information, skills, and the understanding of the importance of family life, stable and loving relationships, respect, love and care.

Relationship and Sex Education enhances and is enhanced by learning around: online safety, anti-bullying, mental health, drugs and alcohol, and the development of skills and attributes such as risk management, resilience and decision making. It will also be about the teaching of sex, sexuality, and sexual health, which will be introduced to pupils in Year 5. It is not concerned with the promotion of sexual orientation or sexual activity.

In addition to the RSE covered in PSHE education there is also work in the science national curriculum that covers basic human biology.

Engaging Parents/Carers

The teaching of Relationships and Sex Education at Park Road Sale Primary School should be complementary to and supportive of the role of parents, who carry the primary responsibility to teach sex and relationships to their children and help them cope with the emotional and physical aspects of growing up.

The right to withdraw from Sex Education

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science and are not entitled to withdraw their children from the teaching about human development and reproduction or relationship aspects of RSE. Parents/carers have a legal right to withdraw their children from the non statutory elements i.e. sex education. Any parent/carer wishing to withdraw their child should contact the Headteacher.

RHSE Provision

Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science: ***parents/carers do not have the right to withdraw their child/children from these elements.***

National Curriculum Science:

Key Stage 1

- ▶ Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense
- ▶ Notice that animals, including humans, have offspring which grow into adults
- ▶ Describe the importance of hygiene for humans

Key stage 2

- ▶ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ▶ Describe the life process of reproduction in some plants and animals
- ▶ Describe the changes as humans develop to old age

Statutory aspects of Relationship Education

All schools must teach the following five themes as outlined in 'Relationships Education, Relationship and Sex Education (RSE) and Health Education', DfE, February 2019, p20-22.

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| Families and people who care for me | <p>Pupils should know:</p> <ul style="list-style-type: none">• 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 |
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| Caring friendships | <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 | <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 | <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 |

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| Being safe | <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 |
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RHSE is normally delivered by the class teacher in mixed gender groups, other than when it is deemed to be more appropriate for topics to be covered in single genders. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHSE in school.

Part of the Year 5 Science curriculum, focuses on changes. How the children have changed and how they will change as they move on to puberty.

We will notify Parents in advance about these lessons and parents are encouraged to borrow any media presentations, which might be used. The presentations will include information regarding growing and puberty, and basic conception.

As girls often reach puberty in Years 5 or 6, it is necessary to prepare them for starting of menstruation. In the summer term of Year 5, a senior female member of staff will liaise with the girls to ensure that they are familiar and comfortable with the school arrangements should they begin their periods during the school day. A female member of staff will always be on hand, if required.

Difficult questions and Sensitive Issues

Issues raised by the children are acknowledged as being potentially difficult and sensitive, as children will naturally share information and ask questions during RHSE. Where spontaneous discussions arise, these are answered sensitively and with care by the class teacher in a guided way that reflects the schools aims and curriculum contents of RHSE.

These may be answered in a whole class situation or in a group, individually or if required an alternative source of help may become involved such as a school nurse or parent dependent on the teacher's professional judgement, based upon the teacher's knowledge of and emotional development of the child.

Confidentiality and Safeguarding

Teachers and any external agencies conduct sex education lessons in a sensitive manner and in confidence. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, appropriate action will be taken in accordance with the school's Safeguarding Policy.