Rushcombe First School

Relationships and Sex Education Policy

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Next review date: Autumn 2027

Relationship and Sex Education Policy

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide the foundations for children to develop a range of positive and safe relationships, including with friends and families.
- Develop respect for others, including those who are different to themselves.
- Develop children's understanding of bullying and how to get help if they or someone they know experiences bullying.
- Enable children to understand a range of ways in which they can keep themselves safe, including when using the internet.
- Develop children's understanding of the importance of health and hygiene
- Support children's understanding of positive mental health and wellbeing, including developing feelings of self-respect, confidence and empathy
- Provide a safe and supportive ethos in which children feel they can discuss their feelings.

Statutory requirements

As a maintained first school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education. Elements of the primary science curriculum that include elements of sex education are not taught at the school - these are delivered in upper key stage 2 (at the child's next school).

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Rushcombe First School we teach RSE as set out in this policy.

Policy development

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents were provided with information about the policy, and were invited to provide feedback.

4. Pupil consultation – we asked children what they felt was important for them to learn about when learning about friendships, respect, bullying, safety and being healthy.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The curriculum reflects the *Relationships and Sex Education (RSE) and Health Education* statutory guidance published by the DfE (first published June 2019).

It reflects the following key areas of study:

Relationships Education (Primary)

- Families and People who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

The content of the Relationships Education curriculum is delivered under the broader curriculum of PSHE.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, for example, learning about dental care, and other aspects are included in religious education (RE), for example, learning about respect for cultural diversity.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. It is taught directly through the curriculum, but is also explored through whole school assemblies, through our Learning Hero approach (Thoughtful Theo / Teamwork Tiger) and through the school's general ethos which is based upon respect for all.

When aspects linked to the context of family life are explored, care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Governing Body:

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher:

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

We are not required to provide sex education. Elements of the primary science curriculum that include elements of sex education are not taught at the school - these are delivered in upper key stage 2 (at the child's next school).

Parents do not have the right to withdraw their children from relationships education.

As a result, the right to withdraw is not applicable for the school's provision.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the SLT through:

- Planning scrutiny
- Work scrutiny
- Lesson observation
- Learning Walks
- Interviews / evaluations with students and staff.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the SLT on an annual basis. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map (see green highlighted areas within PSHE curriculum map).

Foundation	Year 1	Year 2	Year 3	Year 4
Personal, Social and Emotional Development **ELG: Self-Regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	What makes a good friend?	What is a family?	How can we create a world of respect?	How can we resolve friendship problems?
	What are emotions?	Why is it important to respect differences?	How can I be emotionally healthy?	How can I take care of my health?
	How can I look after my body?	What are the benefits of an active lifestyle?	How can I eat a healthy diet?	How can I deal with change?

Appendix 2: By the end of primary school pupils should know (please note that coverage of the below content is not completed at Rushcombe First School, and that the content continues to be explored in Years 5 and 6 at middle school).

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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
Caring friendships	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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
Being safe	• 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 e.g. family, school and/or other sources