



Relationships and Sex Education Policy (RSE)

Introduction

From September 2020, the Department for Education states that Relationships Education will be compulsory in all primary schools in England and Relationships and Sex Education will be compulsory in all secondary schools, as well as Health Education being compulsory in all state-funded schools. This is because the department feel that in “today’s society, 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).

This policy covers our school’s approach to Relationships and Sex Education (RSE) and was produced by the PSHE subject leader and senior leadership team, through consultation with staff members and following guidance from the PSHE Association, Family Links and Growth Mindset. The policy was also informed by:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2016)*
- Children and Social Work Act (2017)

Ethos and Values

We believe relationships and sex education is important for our pupils and our school because it equips children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their health and wellbeing in the future. We feel that in providing a safe space for children to learn, discuss and ask questions about these topics, we are empowering them to develop into healthy and secure adults.

Definition

According to the Relationships and Sex Education Guidance (DfE 2019), the aim of Relationship Education is “to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online.”

At Castle View Primary School we define ‘relationships and sex education’ as the teaching about emotional, social and cultural development of pupils, and involves learning about healthy and positive relationships, sexual health, sexuality, 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.

We view the partnership of home and school as vital in providing the children with a secure and well developed knowledge and understanding. We acknowledge that you as parents and carers are the prime educators for children on many of these matters. As a school, we aim to complement and reinforce this role in order to build upon pupil’s existing and ever developing knowledge.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that lessons are appropriate for both age and ability and that work is differentiated to meet the needs of individuals.

Roles and Responsibilities

The governing board

The governing board 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, and for managing requests to withdraw pupils from non-statutory components of RSE.

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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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.

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

Visitors from outside the school, such as school nurses or sexual health professionals, may also be invited, as needed, to provide support and training to staff teaching RSE.

Curriculum Design

Our PSHE curriculum overviews are set out as per Appendix 2. The timing of the curriculum may be adapted depending on the needs of the children as topics may arise that need to be taught at a different time or we might need to recap on a topic e.g. online safety when an online safety incident occurs.

Guidance states that every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'
- Children should learn 'how a baby is conceived and born' before they leave primary school

We have developed the curriculum in consultation with staff and following statutory guidance: taking into account the age, needs and feelings of pupils and the health statistics within our local catchment.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary physical health education will focus on:

- The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- Preparing boys and girls for the changes that adolescence brings
- How children's bodies will, and emotions may, change as they approach and move through puberty
- Human reproduction

Primary sex education will include:

- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- that pregnancy can be prevented with contraception

For more information about our RSE curriculum, see our curriculum map in Appendix 2.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. In addition to this, some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The sex education section of Relationships and Sex Education is taught in the final term of each year.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 2.

These areas of learning are taught within the context of family life, taking care 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).

RSE and PSHE lessons are to be delivered by the class teachers. Teachers cannot opt out of teaching this area of the curriculum but can seek advice from the Headteacher if they require support or clarity. Active learning methods which involve children's full participation are used. Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. This may include the school nurse/ known doctors.

Safeguarding

When PSHE lessons are taught a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is established. To enable this, 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. These 'ground rules' are based around having respect for others, allowing everyone the chance to talk and the importance of confidentiality (not repeating what is discussed by other children outside of the classroom).

Creating this safe space allows children to feel comfortable in sharing any worries or concerns and asking questions. Children are made aware that although this is a safe space, if the teacher is concerned about safety then this information could be passed on to the appropriate professionals. Children are never promised that secrets can be kept. If disclosures are made, the safeguarding policy will be followed.

Differentiation and SEN within RSE

At Castle View Primary School we feel it is of the utmost importance that all children receive an appropriate RSE according to their needs. We intend that all pupils experience a programme of relationships and sex education at a level which is appropriate for their age and physical development, adaptations will be made where we do not feel this teaching is appropriate for individual children who may not be in line cognitively with their peers.

Parent Right to Withdraw

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right must put their request in writing to the headteacher who will then explore any concerns and discuss any impact that withdrawal may have on the child. Please see Appendix 1 for Statutory RSE content (those subjects which children cannot be withdrawn from).

Monitoring and evaluation

The PSHE coordinator will monitor the successful delivery of the RSE programme through pupil discussions, lesson observations, 'book looks', staff discussion and the monitoring of planning.

Date:

Review Date: to be confirmed once consultation is completed.

Appendix 1- Statutory Guidance (children cannot be withdrawn from these lessons)

Relationships Education (Primary)

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 marriage¹³ 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	<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,

	<p>personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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.
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.

	<ul style="list-style-type: none"> • 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.
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Physical health and mental wellbeing: Primary

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of

	<p>positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Science National Curriculum

Year 5	
Living things and their habitats	Pupils should be taught to: <ul style="list-style-type: none"> • 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
Animals, including humans	Pupils should be taught to: <ul style="list-style-type: none"> • describe the changes as humans develop to old age
Year 6	
Evolution and inheritance	Pupils should be taught to: <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

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| | <ul style="list-style-type: none">• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
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Appendix 2 – Castle View PSHE, including RSE, Curriculum

PSHE CURRICULUM RECEPTION

Making Relationships	Managing Feelings and Behaviour	Self-Confidence and Self-Awareness
<p>Build friendships- engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p> <p>Work together- understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p> <p>Use language- to negotiate, co-operate, plan and organise play, resolve conflict.</p> <p>Social skills- observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p> <p>Communication- use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p>	<p>Express feelings- show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p> <p>Communication- make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate.</p> <p>Understand feelings- talk about how they feel, explain why they are experiencing particular feelings.</p> <p>Manage feelings and behaviour- understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems.</p> <p>Understand how others feel- show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>	<p>Self-awareness- know what they like/ do not like, talk about what they are doing and why, talk about their interests, share their ideas and interests with others, take pride in themselves and their work/achievements, share their achievements with others.</p> <p>Independence- select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p> <p>Confidence- try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Responsibility- take care of their own belongings, take care of the belongings of others and class resource.</p> <p>Communication- listen, speak, reflect, explain, respond, recall, review.</p>

PSHE CURRICULUM YEAR 1- 6

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Making friends;	Managing secrets;	Recognising things	Belonging to a	The internet in	What money is;	Why sleep is im-	Growing older;	Safety in different

	feeling lonely and getting help	resisting pressure and getting help; recognising hurtful behaviour	in common and differences; playing and working cooperatively; sharing opinions	group; roles and responsibilities; being the same and different in the community	everyday life; online content and information	needs and wants; looking after money	portant; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	naming body parts; moving class or year	environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online Sharing images	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence Sharing images	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and Impact Content of games	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online Sexting	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction birth, contraception, legal age increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

