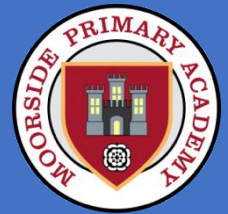


RSE Policy



Introduction

At Moorside Primary Academy, we recognise that RSE is a vital part of our pupils' education, helping to give them the knowledge, skills and understanding they need to lead confident, healthy and independent lives. We want our pupils to become mindful, active and responsible citizens who are ready for the social and emotional challenges of growing up. Relationships Education at primary school is now compulsory. For us RSE is set within a wider school context and supports family commitment and love, respect and affection, knowledge and openness. We believe that family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. We aim to encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important family values are love, respect and caring for ourselves and each other which perfectly complement our Moorside values of Collaboration, Understanding, Aspiration and Pride.

Definition of RSE

Relationship and Sex Education is not just 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 types of relationships, healthy and unhealthy 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, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including online.
- 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 a loving, respectful, stable, long term relationship (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Aims

We believe that, to be effective, RSE should always be taught within a broader citizenship education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and offline; 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.

The aims of RSE at Moorside Primary Academy are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Understand the importance of respect, responsibility, love and care in relationships
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Understand and respect different types of families, including families with same sex parents
- Challenge and prevent discrimination based on sexual orientation and gender
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Develop the confidence to talk, listen and think about feelings and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Know and understand about reproduction
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Know where and how to seek information and advice when they need

Statutory requirements

The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils. In addition, it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Moorside we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Purpose of the RSE policy

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils 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 pupils
- Set out how the school meets legal requirements in respect of RSE
- Fulfil our duty to promote well-being (Children Act 2004)
- Fulfil our duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- Ensure pupils learn about the nature of marriage (Learning and Skills Act 2006)
- Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
- Teach statutory RSE elements in the Science National Curriculum
- Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
- Meet the school's safeguarding obligations
- Make the policy available to pupils and parents (Education Act 1996)
- Notify parents that they have the right to withdraw their children from the non-statutory components of RSE but not those parts included in the national curriculum (Education Act 1996) as part of Science and the newly agreed compulsory Relationships Education by the Department of Education.
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Delivery of RSE

At Moorside, RSE is delivered by the class teacher in citizenship lessons. We believe 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. Real Love Rocks is also delivered to Year 6 by the class teacher with support from the Senior Leadership Team. Real Love Rocks is a programme designed by Barnardo's, teaching children about healthy relationships, staying safe especially online and child sexual exploitation. Some biological aspects of sex education are taught within the science curriculum.

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

How is RSE taught?

On the whole, pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender. This is mostly applicable when they learn about body changes through puberty and about reproduction. Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils 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 pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Principal 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 pupils can anonymously ask questions, and these are then answered by the class teacher. A variety of teaching methods are used that enable pupils to participate and reflect on their learning: role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role-play to help de-personalise discussions and help pupils gain confidence to talk and listen to each other. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Teachers do not discuss details of their personal relationships with pupils and are sensitive to the issues of different types of 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 pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, are not married, who have non-monogamous relationships; lesbian, gay, bisexual and transgender 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.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same citizenship education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted to meet the needs of a particular pupil. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from citizenship education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Confidentially, safeguarding and child protection

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

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

Monitoring and Assessment

At Moorside, the delivery of RSE is monitored by the Senior Leadership Team (SLT) through:

Lesson observations, learning walks, feedback from staff and children.

Assessment of RSE takes place formatively through discussions, observations and analysis of children's work. Students also self-assess against the learning skills using AFL strategies. The citizenship leader is also responsible for the termly monitoring cycle that provides an overview of the quality of teaching and learning taking place in RSE lessons.

Parental/Carer involvement and right to withdraw

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. We do our best to find out about cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality. In promoting this objective, we:

- Make available online, via the school's website, this RSE and other important Policies
- Answer any questions that parents may have about the RSE/citizenship education of their child;
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE/citizenship in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with a member of SLT, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

If after speaking to a member of SLT a parent/carer would still like to withdraw their child, requests will need to be put in writing and addressed directly to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

This policy will be reviewed every two years.

Date: **September 2022**

Review date: **September 2023**

Sex and Relationships Education Primary Curriculum

OVERVIEW

CORE THEME	Suggested learning outcomes
HEALTH AND WELLBEING	<p>H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>
RELATIONSHIPS	<p>R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>
LIVING IN THE WIDER WORLD	<p>L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>

Sex and Relationships Education Primary Curriculum

OVERVIEW

CORE THEME	Suggested learning outcomes
HEALTH AND WELLBEING	<p>H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H14. About the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>
RELATIONSHIPS	<p>R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R8. To identify and respect the differences and similarities between people</p> <p>R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>
LIVING IN THE WIDER WORLD	<p>L4. That they belong to different groups and communities such as family and school</p> <p>L8. Ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. Ways in which we are the same as all other people; what we have in common with everyone else</p>

Sex and Relationships Education Primary Curriculum

OVERVIEW

CORE THEME	Suggested learning outcomes
HEALTH AND WELLBEING	<p>H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>
RELATIONSHIPS	<p>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>

Sex and Relationships Education Primary Curriculum

OVERVIEW

CORE THEME	Suggested learning outcomes
HEALTH AND WELLBEING	<p>H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H18. How their body will, and their emotions may, change as they approach and move through puberty</p>
RELATIONSHIPS	<p>R8. To judge what kind of physical contact is acceptable or unacceptable, and how to respond</p> <p>R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R16. To recognise and challenge stereotypes</p>
LIVING IN THE WIDER WORLD	<p>L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>

Sex and Relationships Education Primary Curriculum

OVERVIEW

CORE THEME	Suggested learning outcomes
HEALTH AND WELLBEING	H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
	H18. How their body will, and their emotions may, change as they approach and move through puberty
	H19. About human reproduction
	H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
RELATIONSHIPS	R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
	R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
	R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families
	R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
	R16. To recognise and challenge stereotypes
	R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation
	R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
	R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Sex and Relationships Education Primary Curriculum

OVERVIEW

CORE THEME	Suggested learning outcomes
HEALTH AND WELLBEING	<p>H18. How their body will, and their emotions may, change as they approach and move through puberty</p> <p>H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or <u>are concerned</u> by such a request</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to <u>form and maintain positive and healthy relationships</u></p>
RELATIONSHIPS	<p>R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5. That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. That marriage is a commitment freely entered into by both <u>people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</u></p> <p>R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>L17. To explore and <u>critique</u> how the media present information</p>
LIVING IN THE WIDER WORLD	<p>L18. To <u>critically examine</u> what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other</p>