



Seven Stars Primary School Relationships and Sex Education Policy (RSE)

Rationale and Ethos

This policy covers our school's approach to teaching RSE (relationships and sex education). It has been produced by J. Lemon through consultation with staff, governors and parents.

We define 'relationships and sex education' as establishing a positive moral framework for sexuality; exploring feelings and emotions and enjoying the confidence of one's own individual choices.

We believe RSE is important for our pupils and our school because it:

- Encourages children to develop an awareness of and respect for themselves and for others.
- Encourages the development of positive self-esteem.
- Enables children to be aware of the process of making choices.
- Will prepare them to make responsible decisions.
- Equips children with the knowledge and skills necessary to make choices and decisions.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring the lessons are differentiated so all children can access them.

We ensure RSE fosters gender equality and LGBT+ equality by educating children on our school values, including tolerance and respect, ensuring role models in all different relationships are used in the classroom and discussions, using stories which celebrate and demonstrate different families and ensuring our school policies are LGBT+ inclusive.

The intended outcomes of our programme are:

- To deliver a planned programme from nursery to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality.
- To develop in them a caring and considerate attitude to each other, towards their community and society, and enable all children to develop a growing knowledge, understanding and appreciation of the world in line with Our Open Doors Curriculum – Door 2.
- To encourage children to think about the religious and cultural attitudes around sex and relationships.
- To equip them with the knowledge and skills to be able to keep themselves safe and protect themselves from harm and abuse.
- To enable children to understand how and where they may get help and advice.
- To understand the reproductive process in humans and animals, using the correct vocabulary for body parts alongside their own terminology.

Roles and responsibilities

The RSE programme will be led by J. Lemon and will be taught by teachers and teaching assistants throughout the school. Teaching staff will receive RSE training to support them in teaching this subject. Staff also have the opportunity to discuss their lessons and the content on a regular basis with the PSHE co-ordinator.

Legislation

As of September 2020, all schools will be required to teach relationships education/RSE as part of our PSHE curriculum.

Documents that inform the school's RSE policy include:

- 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 (2018)
- Children and Social Work Act (2017)

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the objectives set out in Appendix 1.

- We will ensure RSE is matched to the needs of our pupils by drawing on their knowledge of the children in their class and their backgrounds.
- Our RSE programme will be planned and delivered through using 1Decision which is plotted against the DfE and PSHE Association guidance, which is adapted to meet the needs of the children in our school.
- Our RSE programme will be taught through a range of teaching methods and interactive activities, including:
 - Circle Time
 - Video
 - The use of distancing techniques (including the use of puppets and stories)
 - Role play
 - Discussion
 - Question boxes
- Lessons will be differentiated by support and outcome to ensure that all children can access the content.
- High quality resources will support our RSE provision and will be regularly reviewed by the PSHE co-ordinator to ensure they are appropriate and up to date.
- Learning about relationships and sex education in PSHE education lessons will take place in all classes from Foundation Stage to Year 6. It will link to/complement learning in science according to the National Curriculum.
- Pupils will be encouraged to reflect on their own learning and progress by considering what they knew at the start of the unit and again at the end to see the progress they have made.

The school nurse and Health Visitors may be invited in to help with the delivery of the lesson under the direction of the class teacher. The teacher will be present for this and will ensure the school's policy is followed.

Safe and Effective Practice

We will ensure a safe learning environment by the teachers and pupils creating and agreeing on a set of ground rules at the beginning of the unit of work, these will be recapped at the start of every lesson.

Distancing techniques such as stories, scenarios, clips from TV programmes or case studies are used because they provide the opportunity to stimulate discussion whilst de-personalising discussions.

If a pupil asks a question, they usually want an answer and wherever possible questions will be answered openly and honestly. However, there may be occasions, when a sensitive subject area is broached, when a teacher offers a different response.

- Sometimes teachers may ask pupils to place their questions in a question box so that he/she can prepare before answering, they will say "I'm not going to answer that now, I will get it answered for you. Write it down and put it in the basket". The teacher will then phone home to speak to the parents and ask if they would like to answer it, if they would like school to answer it or if school and home should answer it together.
- On some (rare) occasions a teacher might refuse to answer a question however if this happens they should give the pupil information about who might be able to answer the question.
- It is important to recognise that children often do not want a detailed answer, if they receive a simple answer they may ask a supplementary question but often do not. It is better that they get an honest answer from a teacher than a confused answer from a pupil in the playground.
- Where a teacher feels that the pupil is deliberately asking a question to cause embarrassment, the teacher should respond with 'well you tell me what you think the answer is and then we can discuss whether you are correct or not' or 'why don't you do a bit a research and see if you can find the answer and then we can discuss it' or a similar response. This will often diffuse the situation, if the question was genuine, the teacher will soon realise.
- Where the teacher believes that the pupil may be at risk, appropriate safeguarding steps should be taken.
- Teachers will not answer directly personal questions in regards to RSE.

Prior to sensitive issues being taught, the children will have been informed of the content of the lessons to give them a chance to order their thoughts, and feelings and prepare any questions. The staff will aim to be non-judgemental in their approach to the teaching of this subject. Staff may be aware of the individual children's situations and be sensitive to them, for example, open a statement with "the people in your home". We will not present stereotypical views of a family when teaching RSE.

There should be a common language for RSE so that children are not embarrassed by or exposed to inappropriate language. Teachers will use correct biological terminology

(doctors' words) for parts of the body from reception upwards (see appendix 2). This is consistent with the recommendations for the teaching in Science.

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet their individual needs. Pupils will be given information about school and external agencies that they might be able to access for specialist help and support.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, teachers will consult with the designated safeguarding lead and in his /her absence their deputy. (See Safeguarding Policy.)

Engaging Stakeholders

Parents will be informed about the policy through it being shared on the school website and it will be available through the school office. We are committed to working with parents and carers by inviting them to share their views on the policy. We work closely with parents to ensure that they are fully aware of what is being taught. Parents are encouraged and welcomed to discuss the RSE curriculum and view the materials when they are notified that the Relationships and Sex education will be taught by letter (Year 5 and 6 children). Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we strongly encourage parents to allow their children to be part of what is a vital aspect of their education. If a parent/carer requests that their child be removed from relationships and sex education, we will discuss their reasons with them to see if we can reassure them and will provide support by signposting them to suitable materials and resources. Governors will be informed of the RSE policy and curriculum through the policy being discussed at the Governors meeting and being approved prior to it being published.

Monitoring, Reporting and Evaluation

Teachers will critically reflect on their work in delivering RSE through considering the needs of the children in the class. There are no levels for PSHE but assessment is necessary to determine that learning has taken place. A variety of activities will be used for this including:

- Self-assessment
- Peer assessment
- Write and Draw activities
- Discussions and Presentations
- Teacher assessments
- Photographs and video clips of work being done

Links to other policies

Because of the nature of RSE there are several policies and initiatives that impact upon the curriculum content. These include

Policies

- PSHE & Citizenship
- Drug Education including drug related incidents
- Safeguarding
- Anti-Bullying
- Equalities
- Confidentiality

RSE policy review date

This policy will be reviewed in November 2020. It will be reviewed by J. Lemon to ensure that it is up to date in light of the Government recommendations which are due to come in to force in September 2020.

Signed: Miss Lemon

Date: 23/04/2020

Relationships education

<p>Families and people who care for me</p>	<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.
<p>Caring friendships</p>	<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.
<p>Respectful relationships</p>	<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.

	<ul style="list-style-type: none"> 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, 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

Physical health and mental wellbeing

Mental wellbeing	<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.
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	<ul style="list-style-type: none"> • 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.
Internet safety and harms	<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 positive and negative content online on their own and others' mental and physical wellbeing. • 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. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

	<ul style="list-style-type: none"> • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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.

Appendix Two

Language

The following words may be used during SRE and Science Lessons as appropriate:

KS1

- Penis
- Testicles
- Vagina
- Breasts

KS2

- Clitoris
- Sexual Intercourse
- Masturbation
- Periods/menstruation
- Wet dreams
- Erection
- Orgasm
- Ejaculate
- Sperm, semen, ovule/egg
- Contraception
- Sexually Transmitted Infections