

St Edward's CE Primary School – Relationships and Sex Education Policy (RSE)

The school's policy for RSE is based on statutory guidance from the DfE and has been drawn up in consultation with parents, pupils, staff, governors and outside agencies.

Aims of the RSE Policy

At St Edward's CE Primary School, RSE is defined as learning about the following, taken directly from the DfE guidance:

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities

for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.'

RSE in the curriculum

The curriculum leader is responsible for the effective delivery of the RSE curriculum. The curriculum for RSE incorporates PSHE (Personal, social and health education) and there is a curriculum map for themes and content across the school to ensure teaching is sequential and children develop knowledge and skills as they move through the school.

The curriculum map is found in Appendix 1.

Assessment of RSE

Class teachers assess progress and understanding in RSE through pupil discussions and responses in their written work.

Equal Opportunities

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Safeguarding

All school staff are trained in safeguarding. Any concerns raised through RSE are dealt with according to the safeguarding procedures in school.

Working with Parents

The school aims to work in partnership with parents when planning and delivering RSE. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing aspects of the RSE curriculum

Monitoring and Evaluation

The monitoring of RSE is carried out by the curriculum leader Head Teacher who reports to the headteacher and governors.

APPENDIX 1

RELATIONSHIPS AND SEX EDUCATION (incorporating PSHE)

	Unit	What the children are taught	NC Aims See medium term plans for these skills broken down into year groups
Year 1	<p>Beginning and Belonging</p> <p>Family and Friends</p> <p>Managing risk</p> <p>Safety contexts</p> <p>Relationships and Sex Education</p>	<ul style="list-style-type: none"> • Creating a classroom where they can learn safely and happily • Building relationships within the classroom • Coping with new situations in school • Knowing how to find support <ul style="list-style-type: none"> • Developing friendship skills • Valuing difference • Families and other special people • Knowing how to find support <ul style="list-style-type: none"> • Identify risky situations • Identify emotions associated with risks • Understand strategies to use in risky situations • Receiving and giving help <ul style="list-style-type: none"> • Explore dangers posed by traffic, the sun, water and getting lost • Identify characteristics of safe places to play • Understand ways of preventing accidents <p>Body knowledge</p> <ul style="list-style-type: none"> - Name for external parts of body including sexual parts <p>Body functions and changes</p> <ul style="list-style-type: none"> - Examples of what our body can do e.g. skipping, writing and discuss favourite activities <p>Body awareness and image</p> <ul style="list-style-type: none"> - understand they have responsibility for their body's actions - understand their body belongs to them - things we do privately – toilet/changing - which parts of our body are private <p>Personal hygiene</p> <ul style="list-style-type: none"> - How to keep themselves clean at home e.g. cleaning teeth - How to keep clean at school e.g. washing hands <p>Illness and disease prevention</p> <p>How germs can enter the body and how to prevent</p>	<p>Families and People who care for me</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, • that others' families, either in school or in the wider world, sometimes look different from their family • 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 <p>Caring friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure and the characteristics of friendships; • 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 <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Year 2	<p>Personal Safety</p> <p>My emotions</p> <p>Drug Education</p> <p>Anti-Bullying</p> <p>Relationships and Sex Education</p>	<ul style="list-style-type: none"> Identify trusted adults Use the senses to help identify safe places to play Understand the need for a safety strategy Identify and name body parts including sexual parts Identify and distinguish between 'yes' and 'no' touches Recognise 'good' and 'bad' touches and tricks Assess risks to keep safe Use assertive voice and body language Understand What, When, Who and How to tell <ul style="list-style-type: none"> Understand and manage feelings Know how to get support when they need it Understand and manage the impact of feelings Explore what 'relaxed' and 'calm' mean Explore assertiveness Use a problem-solving process with help <ul style="list-style-type: none"> Explore what happens when substances such as food, drink and medicines enter the body Explore medicines and how all medicines are drugs, but not all drugs are medicine Explore how all drugs and all household substances are harmful if not used properly <ul style="list-style-type: none"> Explore how to avoid risky situations and influences and how to find support Defining bullying Explore causes and types of bullying Understand how bullying makes us feel Identify strategies and where to find support in school Know how to respond if others are bullied Explore how a caring ethos is promoted in school, encouraging positive and safe relationships <p><u>The human life cycle</u></p> <ul style="list-style-type: none"> Humans have babies which turn into adults Recognise baby animals and their parents Understand our parents were once babies <p><u>Growing up</u></p> <ul style="list-style-type: none"> Describe things they can now do that they couldn't when they were a baby Describe ways body changes as get older e.g. adult teeth, get taller <p><u>Personal responsibilities</u></p> <ul style="list-style-type: none"> Explain things they did as a baby e.g. cry, first words etc 	<ul style="list-style-type: none"> The importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online relationships</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, The rules and principles for keeping safe online How to critically consider their online friendships and sources of information How information and data is shared and used online. <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others About the concept of privacy 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 and how to report concerns or abuse, and the vocabulary and confidence needed to do so and where to get advice e.g. family, school and/or other sources.
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Year 3	<p>Family and Friends</p> <p>Healthy Lifestyles</p> <p>Anti-Bullying</p> <p>Relationships and Sex Education</p>	<ul style="list-style-type: none"> • Developing friendship skills • Valuing differences between ourselves and seeing things from different points of view • Identifying people who are special to them • Explore how there are different patterns of family life • Knowing how to find support <ul style="list-style-type: none"> • Understand what makes a healthy and balanced lifestyle • Understand the importance of healthy eating • Understand how dental hygiene contributes to a healthy lifestyle • Reflect on their own lifestyles and take responsibility for making healthy choices <ul style="list-style-type: none"> • Understand key characteristics of bullying and different forms including cyberbullying • Understand a range of reasons why bullying happens including when people do not respect difference and diversity • Understand how bullying affects us • Understand strategies for protection from bullying including responding assertively • Understand how to support others who are being bullied • Identifying ways of making school a safer place where bullying is less likely to happen <p><u>The human lifecycle</u></p> <ul style="list-style-type: none"> - Main stages e.g. birth, baby, child, teenager etc - Say what stage a person is at and describe differences in bodies at different stages <p><u>Growing up</u></p> <ul style="list-style-type: none"> - What does grown up mean? - How we feel about growing up <p><u>Personal responsibilities</u></p> <ul style="list-style-type: none"> - Understand adults and children have different responsibilities - State a responsibility they'd like to take on <p><u>Parents Carers Families</u></p>	

	Anti Bullying	<ul style="list-style-type: none"> • Understand personal factors or circumstances that may cause someone to engage in bullying or become a target • Understand the feelings of all those involved in bullying – those who are bullied, perpetrators, followers and bystanders • Understand strategies for responding to bullying including responding assertively • Understand the role of peer pressure in a bullying situation • Develop an understanding of cyberbullying and strategies for keeping safe • Explore creating safe environments outside the school situation 	
	Managing Change	<ul style="list-style-type: none"> • Identify a range of situations which involve loss and change • Develop coping with emotions in loss and change situations • Recognise a range of changes that occur during a lifetime and develop strategies for coping with future changes 	
	Relationships and Sex Education	<p><u>Body knowledge</u></p> <ul style="list-style-type: none"> - Name sexual parts of males and females seen outside the body - Name sexual parts of males and females seen inside the body - Acceptable words for sexual parts to use in class and which words can be rude/offensive <p><u>Body functions and changes</u></p> <ul style="list-style-type: none"> - Understand that physical changes happen at different rates for different people - Worries about puberty and how to cope with these <p><u>Body awareness/images</u></p> <ul style="list-style-type: none"> - Describe why like a part of their body - How positive comments about appearance make people feel good - Fashion/media influence/desire to look like friends <p><u>Personal hygiene</u></p> <ul style="list-style-type: none"> - Name personal hygiene products relevant to puberty - Name body parts to be washed daily during puberty <p><u>Illness/disease prevention</u></p> <ul style="list-style-type: none"> - Name some infectious diseases and ways they can be spread 	

	<p>Relationships and Sex Education</p>	<ul style="list-style-type: none"> • Identify a wider range of risky situations and have realistic strategies for staying safe e.g. railway line • Understand the rules for keeping people safe in school • Understand how to prevent a wider range of accidents <p><u>The Human Lifecycle</u></p> <ul style="list-style-type: none"> - What happens at a human birth <p><u>Growing up</u></p> <ul style="list-style-type: none"> - What they are looking forward to/not looking forward to about becoming a teenager/adult <p><u>Personal responsibilities</u></p> <ul style="list-style-type: none"> - Their responsibilities for the feelings/wellbeing of others <p><u>Parents Carers Families</u></p> <ul style="list-style-type: none"> - Understand there are different types of love - Special ways people 'in love' might behave - The need for trust, love and commitment in adult marriage/established relationships - How commitment can be shown - Why people who are in love may choose to have a baby - Understand and respect a wide range of family relationships e.g. same sex partners, extended families, fostering, second marriages etc 	
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