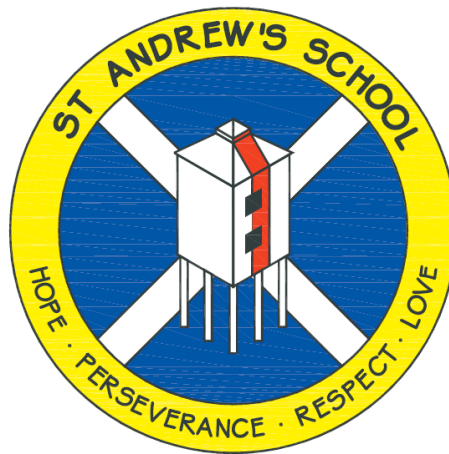


St Andrew's Junior CE VC School



Policy on Relationships and Sex Education (RSE)

Reviewed and agreed by Full Governors:

Next review due:

1. Introduction

This policy has been shared with and approved by the teaching staff, parents and school governors.

The purpose of the policy is to outline how, through our Relationship and Sex education (RSE) provision, we aim to support our pupil's social, moral, cultural and emotional development. Our focus is on developing our pupil's knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change. We place the emphasis upon relationships, supporting pupils understanding and skill in developing positive, healthy and meaningful relationships.

2. Defining RSE at St Andrew's

Relationships and Sex Education (RSE) helps to foster pupil wellbeing and develop resilience and character. At St. Andrew's, we know that an excellent RSE curriculum will be fundamental to pupils being happy, safe, successful and productive members of society. Today's 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.

At St Andrew's, we believe that effective Relationships and Sex Education (RSE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. RSE contributes to the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. RSE is delivered both discretely and as part of our PSHE programme (Secrets of Success), supplemented by learning in Online Safety, Science and other curriculum subjects. In addition to this, RSE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week. Pupils will be taught RSE within a framework which models and encourages our school values:

- Hope
- Love
- Perseverance
- Respect

3. RSE Statutory Duties

This RSE policy is informed by existing DfE guidance on; Relationships and Sex Education, preventing and tackling bullying, and equality.

Links to government documents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being. Government safeguarding guidance is available (Keeping Children Safe in Education, April 2020) and includes a section about staff being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect.

4. Content overview

Through our RSE curriculum at St. Andrew's, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to our RSE curriculum, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. St. Andrew's will give them the knowledge and capability to take care of themselves and receive support if problems arise.

In accordance with our school values and government guidance, we teach children:

- Respectful relationships and respecting others even if they are different from ourselves;
- Healthy relationships including online safety and where to seek help;
- All families are equal;
- Respecting, being in control and aware of themselves, both physically and mentally;
- Scientific anatomical names for parts of the body;
- How humans change and develop through puberty as they approach adulthood;

5. Implementation

At St Andrew's, Relationships and Sex Education will be taught by the class teacher with the support of the subject leader as necessary. There may be occasions where it is deemed more appropriate for pupils to be taught in separate gender groups. In this scenario, RSE may be delivered by a familiar class teacher, who is working within the same year group. RSE is not to be given to cover teachers. RSE topics and values may also be introduced in and explored within collective worship assemblies.

Class teachers make choices about ways of working and recording learning, as appropriate to their own classes. Much of the RSE programme will be verbal and informal; however, teachers are encouraged to use written methods of recording when covering certain objectives as this will aid assessment. Any written evidence of learning should be recorded in the pupil's learning journal. RSE lessons that cover objectives from the National Curriculum will need to be assessed using the Teacher's Assessment Record (TAR), in line with the school's feedback and marking policy. Assessment and evaluation of the RSE programme outside of the National Curriculum will be conducted using a variety of methods. Teachers delivering RSE will constantly evaluate their lessons to inform future planning.

6. Children with special educational needs (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for our pupils with special educational needs and disabilities. For some SEND pupils, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. Teachers should take time to have a conversation with parents/carers, the SENDCo, and the subject leader, about how we can meet the child's individual needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching RSE subjects to those with SEND.

7. Working with parents

We recognise that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about relationships and sex. A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher.

Parents have the right to withdraw their children from all or part of those aspects of the sex education lessons which are not part of the statutory National Curriculum. Parents do not have the right to withdraw their child from aspects of the RSE programme which are part of the National Curriculum. Parents are informed in advance of sex education lessons being delivered with a consent form to be returned to school. This is also an opportunity for parents/carers of adopted/looked after children to discuss any concerns, in particular regarding lessons about inherited characteristics. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss appropriate arrangements.

RSE topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. It is important for parents to consider the fact that pupils may have conversations on the playground which results in potentially damaging misinformation - such misconceptions cannot be changed if the children are withdrawn from RSE lessons.

8. Specific Issues

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Each class will have a question box. Children will be given the opportunity to write questions down on a piece of paper and place it in the question box. The teacher will allow for ample time to read through and answer suitable questions in the lesson. Children will be encouraged to put their initials on the piece of paper to allow teachers to address individual concerns although this is optional.
- If children ask questions which they feel they cannot answer, children can be reminded that they can speak to their parents. If a question is asked which is not anonymous and cannot be answered, the teachers are advised to consider informing the child's parents.
- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and, if appropriate, will talk to the child's parents/carers.
- The only language used will be easily understood and acceptable to everyone in the class.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- We take account of different sexual orientations throughout RSE. For example, there may be occasions when, to avoid any impression that our programmes assume heterosexuality, it is appropriate to use a term such as 'partner' rather than 'boyfriend' or 'girlfriend'.

- Homophobic bullying (based on perceived gay or lesbian sexuality) is not tolerated.
- Teachers should be sensitive to children who are adopted or who are looked after, especially in regard to questions of inherited characteristics.

9. Confidentiality and Child Protection Issues

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

10. Monitoring, evaluation and review

The subject leader will ensure full requirements of the National Curriculum are being covered, and that all lessons have appropriate learning objectives. Subject leaders monitor the way their subject is taught and all outcomes throughout the school. They examine long term and medium-term planning, and ensure that appropriate teaching strategies are used. The Subject Leader will monitor RSE through discussion with class-teachers, observations of lessons and viewing work in each class as an indication of progression throughout the school.

Our Local Governing Body is responsible for monitoring the delivery of PSHE and RSE within the school. Governors will give due consideration to any comments from parents about the RSE programme and require the head teacher to keep written records of parent's comments.

11. Content and Organisation

Normally, boys and girls are taught together. However, there may be occasions when it is appropriate for pupils to be taught in separate gender groups. The school has taken advice from a PSHE/RSE educational specialist when drawing up this scheme of work.

RSE Content: The grid below shows specific RSE learning intentions for each year group.

The highlighted objectives indicate the 'Covid Catch-Up' objectives taught only in Summer '21.

The content highlighted in green are objectives that are not compulsory according to the updated government guidance on teaching RSE in primary schools. (Covid Catch-Up objectives will not be highlighted green, so teachers will have to check the previous year's objectives before teaching.

Year Group	Title	Learning Intentions 'Pupils will be able to...'
3	Starting to understanding families and relationships	• Talk about the different types of relationship (friends, family, peers, teachers etc.) • understand the reasons for getting married/having a committed relationship. • consider the different family structures such as; second marriages, same-sex parents, fostering, extended families and three or more generations living together. • recognise and challenge stereotypes in relation to gender. • Discuss consent (at an age appropriate level - e.g. playing in someone's game) and the right to privacy.
	Boys' and Girls' Bodies	• say what they like/don't like about being a boy/girl • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. • respect their body and understand which parts are private.
	How Babies Grow	• express how they feel when they see babies or baby animals • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Babies	• understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • express how they might feel if they had a new baby in their family
	Outside/Inside Body Changes	• understand that boys' and girls' bodies change as they grow up • identify how boys' and girls' bodies change on the outside during this growing up process • recognise how they feel about these changes happening to them and know how to cope with those feelings

4	Developing further understanding about families and relationships	• Talk about the different types of relationship (friends, family, peers, teachers etc.) • understand the reasons for getting married/a committed relationship. • consider the different family structures such as; second marriages, same-sex parents, fostering, extended families and three or more generations living together. • recognise and challenge stereotypes in relation to gender. • Discuss consent at an age appropriate level (e.g. getting in someone's physical space) and the right to privacy.
	Having A Baby	• recognise the physical differences between boys and girls. • respect their body and understand which parts are private. • correctly label the internal and external parts of male and female bodies that are necessary for making a baby and appreciate that some parts of my body are private. • know that a baby starts to grow when a sperm and egg meet and joined together. This can happen when a man and woman share a special close, loving embrace. • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • understand that having a baby is a personal choice and express how they feel about having children when they are adults or not.
	Girls and Puberty	• understand that boys' and girls' bodies change as they grow up • identify how boys' and girls' bodies change on the outside during this growing up process • recognise how they feel about these changes happening to them and know how to cope with those feelings • describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • know that there are strategies to help cope with the physical and emotional changes which are experienced during puberty • Discuss what boys (and girls) can do to make each other feel comfortable and respected.

5	Extending understanding about families and relationships	- consider what love is, and challenge media stereotypes - discussing the importance of consent at an age appropriate level (e.g. giving someone/someone giving you a hug) and the right to say no.
	Puberty for Girls	- explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally - understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Puberty for Boys and Girls	- describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - know that there are strategies to help cope with the physical and emotional changes which are experienced during puberty - Discuss what boys (and girls) can do to make each other feel comfortable and respected. - understand how to keep clean and hygienic - describe how boys' and girls' bodies change during puberty - express how they feel about the changes that will happen to them during puberty
	Having a baby	- respect their body and understand which parts are private. - correctly label the internal and external parts of male and female bodies that are necessary for making a baby and appreciate that some parts of my body are private. - know that a baby starts to grow when a sperm and egg meet and joined together. This can happen when a man and woman share a special close, loving embrace. - understand that having a baby is a personal choice and express how they feel about having children when they are adults or not.
	Conception	- understand that sexual intercourse can lead to conception and that is how babies are usually made - understand that sometimes people need IVF to help them have a baby - appreciate how amazing it is that human bodies can reproduce in these ways

6	Extending understanding about families and relationships	- understand the need for trust and love in established relationships - consider what love is, and challenge media stereotypes - discussing the importance of consent at an age appropriate level (e.g. giving someone a hug or holding hands) and your right to say no.
	Puberty	- explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically (keeping clean) and emotionally - know that there are strategies to help cope with the physical and emotional changes which are experienced during puberty - Discuss how boy/girls can support each other and make sure everyone feels comfortable and respected - express how they feel about the changes that will happen to them during puberty
	Girl Talk/Boy Talk	- ask the questions which they feel they need answered about changes during puberty - reflect on how they feel about asking the questions and about the answers they receive
	Babies - Conception to Birth	- understand that sexual intercourse can lead to conception and that is how babies are usually made - understand that sometimes people need IVF to help them have a baby - appreciate how amazing it is that human bodies can reproduce in these ways - describe how a baby develops from conception through the nine months of pregnancy, and how it is born - recognise how they feel when they reflect on the development and birth of a baby
	Attraction	- understand how being physically attracted to someone changes the nature of the relationship - express how they feel about the growing independence of becoming a teenager and they are confident that they can cope with this

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

12. St Andrew's RSE Vocabulary Progression

Year 3	Year 4	Year 5	Year 6
anus assumption committed relationship develop differences family structures gender love marriage penis personal choice privacy testicles vagina	control egg emotional changes fertilise menstruation oestrogen ovaries periods physical changes pubic hair puberty testosterone sperm stereotypes uterus womb	celebrity conception hygiene IVF lawful making love media stereotypes self-care self-esteem self-image sexual intercourse	contractions development embryo established relationships foetus independence labour midwife physically attracted pregnancy umbilical cord