



## ROSSETT ACRE PRIMARY SCHOOL



### RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

*Draft for consultation - This policy is under review for a process of consultation with all stakeholders.*

<b>Name of School:</b>	Rossett Acre Primary School
<b>Member of staff responsible:</b>	Eilidh MacGillivray (PSHCEe Leader)
<b>Date of Policy:</b>	December 2019
<b>Reviewed:</b>	March 2022
<b>Date of next review:</b>	March 2023

#### Aims

The aims of Relationships and Sex Education (RSE) at Rossett Acre Primary School are to:

- contribute to the wider PSHCEe vision within the school vision of 'Excellence and Happiness for All'
- contribute to the spiritual, moral, social, mental and physical development of children
- help to prepare them for the responsibilities and experiences of adult life
- provide a framework in which sensitive discussions can take place now and as they get older
- prepare pupils for puberty and give them an understanding of personal development as well as the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

#### Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We choose to follow the National Curriculum, enhanced by our own school curriculum and are required to teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Sex Education (RSE), we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#), which consolidated all relevant previous legislation.

At Rossett Acre, we teach RSE as set out in this policy.

#### Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHCEe Leader pulled together all relevant information including relevant national and local guidance to review the existing RSE Policy.
2. SLT and Governor consultation – The policy was shared with the Senior Leadership Team and Governors for review.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback on the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSE.
6. Ratification – once amendments were made, the policy was shared with governors again and ratified.

## Definition of RSE

RSE is lifelong learning about relationships, healthy lifestyles, sexual health, sexuality, diversity and personal identity for the emotional, social, cultural and moral development of pupils. It is to be firmly embedded within our framework for PSHCEe and the National Curriculum (2014) for Science.

Pupils need to be given accurate information and opportunities to develop positive beliefs, values and attitudes to enable them to understand difference and respect themselves and others. RSE at Rossett Acre also serves for the purpose of preventing and challenging prejudice. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

In the Early Years and Key Stage 1, the focus is on relationships in families and with friends. As children progress through school, they begin to consider other relationships. Sexual relationships are considered in Upper Key Stage Two, with conception taught in Year 6. Please see the 'Curriculum' section below for more information.

## Why is RSE at Rossett Acre important?

As stated in the Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) by the PSHE Association, high quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. This strongly compliments our restorative approach to building and maintaining positive relationships (see Restorative Practice Relationships and Behaviour Policy) and exemplifies our school's 3Cs – Community, Curiosity and Challenge. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. The Department of Health set out its ambition for all children and young people to receive high quality RSE in the Sexual Health Improvement Framework (2013). Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their Not Yet Good Enough report (2013).
- Schools have a statutory obligation to promote their pupils' wellbeing (Children Act, 2004) and to prepare children and young people for the challenges, opportunities and responsibilities of adult life (Education Act, 1996). A comprehensive RSE programme has a positive impact on pupils' health and wellbeing, their ability to achieve and can play a crucial part in meeting these obligations.
- The Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices.' This was exemplified in the National Survey of Sexual Attitudes and Lifestyles (2013) which showed that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based RSE and reductions in teenage pregnancy.

**Child Protection** - It is the responsibility of the school to support its pupils and carry out its functions with a view to **safeguarding and promoting the welfare of pupils** (s.175 2002 Education Act). In fulfilling this duty, schools must have regard to guidance around safeguarding and Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

RSE plays a vital part in meeting Rossett Acre's safeguarding obligations as children are taught the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. This is taught by focusing on boundaries and rights to privacy such as the NSPCC 'Pants' campaign, ensuring children know they have rights over their own bodies. This extends to understanding boundaries in friendships both on and offline, as well as healthy and unhealthy relationships.

Children are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, we 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. As part of a wider and comprehensive PSHCEe programme, this knowledge supports the safeguarding of our children.

**Confidentiality** - Whilst children and young people have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the school's Child Protection policy, take action as appropriate. Pupils will be made aware of circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

### **Curriculum**

We have developed our RSE curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, involving parents where necessary, so children are fully informed and don't seek answers online.

In the Early Years, we relate the RSE aspect of the children's PSHCEe work to the objectives set out in the Early Learning Goals for Personal and Social Development.

In Key Stage 1 and 2, RSE meets the requirements of the statutory guidelines for Health and Relationships Education in the National Curriculum and is part of a wider, progressive PSHCEe programme, devised by the PSHCEe Leader and tailored to Rossett Acre Primary School. It is delivered in line with the National Curriculum 2014 for Science, PSHE Association planning framework, DfES Sex and Relationship Guidance and Ofsted guidance.

Statutory Relationships Education (see Appendix 1 for learning outcomes) 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

Statutory Health Education extends this to include (among other areas) learning about the changing adolescent body, stating by the end of primary school, children should know:

- 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.

At Rossett Acre, dedicated RSE lessons are based on a nationally acclaimed resource: 'The Christopher Winter Project: Teaching SRE with Confidence'. This resource is recommended by the PSHE Association and includes age-appropriate lesson plans and interactive whiteboard activities matched to curriculum requirements.

The overview for each Year Group is as follows:

Early Years: Our lives

- Our Day
- Keeping Ourselves Clean
- Families

#### Year 1: Growing and Caring for Ourselves

- Keeping Clean
- Growing and Changing
- Families and Care

#### Year 2: Differences

- Differences: Boys and Girls
- Differences: Male and female
- Naming the Body Parts

#### Year 3: Valuing Difference and Keeping Safe

- Differences: Male and Female
- Personal Space
- Family Differences

#### Year 4: Growing Up

- Growing and Changing
- What is Puberty?
- Puberty Changes and Reproduction

#### Year 5: Puberty

- Talking about Puberty
- Male and Female Changes
- Puberty and Hygiene

#### Year 6: Puberty, Relationships and Reproduction

- Puberty and Reproduction
- Understanding and Communicating in Relationships
- Conception and Pregnancy (non-statutory sex education – see below)

These themes are progressive throughout school: while some of the lower Year Groups cover aspects that are then covered again in later Year Groups, it is done in a basic way as an introduction and does not go into detail. More information is available at: [https://cwpresources.co.uk/resources/rse\\_pri/](https://cwpresources.co.uk/resources/rse_pri/)

Through the wider PSHCEe curriculum we also ensure that children are taught:

- To have due regard for moral considerations and the value of family life (as stipulated by the Education Act 1996)
- Why families and friends are special
- To identify, talk about and share feelings with others
- To be aware that their feelings and actions have an impact on others and that they have some control over these
- The basic rules for keeping safe and healthy
- To recognise safe and unsafe situations (places and people)
- To use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Primary **sex education**, which is in addition to the statutory content within the Health and Relationships Education or Science curriculum, takes place within Year 6 where children learn about human reproduction: how a baby is conceived and born. This sits alongside work in science, where children learn about reproduction in a more general sense in the natural world. This lesson serves to present children with the facts, provide an opportunity to ask general questions and to dispel some

common myths in an age where children are increasingly exposed to misinformation online and in general chat with their peers.

**Parents' right to withdraw** – In our experience, parents welcome the sex education lesson being taught in school by a teacher who has developed a positive and respectful relationship with pupils over the course of Year 6; however, parents have the right to withdraw their child from all, or part, of sex education, which is not part of the statutory Health and Relationships Education curriculum or National Curriculum for Science, 2014. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from sex education lessons: *“If the parent of any pupil in attendance requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.”*

Parents are always informed of upcoming RSE lessons as detailed in the Year Group overview above and reminded of their right to withdraw their child from the sex education aspect, should they wish to do so. Parents wishing to exercise this right are invited to contact the Headteacher or PSHCEe Leader via email to the school office. Alternative work will be given to pupils who are withdrawn from sex education.

### **Delivery of RSE**

At Rossett Acre Primary School, RSE is taught mainly in whole class groups in a variety of ways including through:

- Dedicated PSHCEe lessons (often in Summer Term)
- Links with other subjects, particularly Science, RE and English (speaking and listening)
- Circle time and Philosophy for Children
- Active involvement in projects and curriculum events
- Providing opportunities for children to listen to visiting speakers and to ask relevant questions

RSE is 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).

The programme is tailored to the age and physical and emotional maturity of the children. We use RSE lessons to actively promote **equal opportunities** for all and provide RSE for all children regardless of ability, including those with SEND. Teachers provide learning opportunities matched to the individual needs of children and seek advice from specialist outside agencies as required.

Resources for RSE are child-friendly resources for PSHCEe, often story based and selected by teachers to be appropriate to the needs of each class. The PSHCEe Leader can offer advice and suggestions regarding suitable resources for each year group and ensures resources are kept up-to-date and relevant. These resources are supplemented by dedicated lessons and resources from Christopher Winters: Teaching SRE with Confidence. We ensure that all materials used are appropriate to the age and cultural background of the children. Our Internet Agreement Policy and supervised use of the Internet ensure that children are protected from exposure to inappropriate material.

Teaching strategies (based on the DfES Sex and Relationship Education Guidance (Ref 0116/2000)) to enable staff to help children to develop confidence in talking, listening and thinking about RSE include:

**Establishing ground rules** - A set of ground rules will help to create a safe environment for discussions:

- Nobody will have to answer a personal question

- Nobody will be forced to take part in a discussion
- Only correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

**Distancing techniques** - Teachers can avoid embarrassment and protect children's privacy by depersonalising discussions through scenario role play, use of puppets, characters from story books or other distancing techniques.

**Managing difficult questions** - Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting through the ground rules and every class has a question or worry box available for children to ask written questions, which teachers can address in lessons or with individuals as appropriate. However, we understand that children of the same age can be at different developmental stages or have different needs (including where these pertain to a Special Educational Need or Disability) and there will be times when children ask questions within RSE lessons that fall outside the scope of content for their year group.

Given the ease of access to the internet, children whose questions go unanswered, may turn to inappropriate sources of information, so in such circumstances, teachers will take account of the differences and consider the best method of response. This could include a 1:1 or small group discussion with the pupil(s) or be deferred to parents to respond where appropriate.

Other issues around questions we will keep in mind are:

- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that this will be researched and returned to later.
- If questions raise concerns about potential abuse or indicate the child needs further support, the teacher should follow Rossett Acre's Child Protection procedures.

**Discussion and project learning** - Research into what makes RSE lessons effective shows that discussion and topic work is beneficial to learning and that active learning is most effective when children are working in groups. The use of circle time is suggested.

**Reflection** - Reflection is crucial for learning as it encourages children to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help children reflect on their learning by effective questioning such as:

- What was it like taking part in the discussion today?
- What did you learn from others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you need to think or learn about?

### **Roles and Responsibilities**

**The PSHCEe Leader** - The school has a PSHCEe Leader who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss RSE issues
- consider the needs of all pupils and any specific issues that might need to be addressed at Rossett Acre
- consult with pupils to inform RSE provision
- have access to appropriate training
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- review / update the policy on a two-year cycle or sooner if necessary.

**The Governing Body** - The governing board will review and ratify the RSE policy and hold the headteacher to account for its implementation.

**The Headteacher** - The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The headteacher's responsibilities in respect of RSE are to:

- liaise with the PSHCEe Leader to ensure RSE is taught consistently across the school
- keep the governing body fully informed of issues and progress in RSE
- support the PSHCEe Leader in managing requests to withdraw pupils from non-statutory components of RSE (see section 'Parents' right to withdraw')
- act upon any concerns, especially safeguarding concerns, which may arise from pupil disclosure during RSE sessions.

**Staff** - Class teachers are responsible for teaching RSE at Rossett Acre Primary School. Teachers 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 PSHCEe Leader or Headteacher.

Teachers are responsible for:

- Delivering RSE in a sensitive way, modelling positive attitudes to RSE
- Monitoring progress and 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

**Pupils** - Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity in line with RRS (Ready, Respectful and Safe) as well as the Golden Rule.

**Parents/Carers** – We recognise that parents/carers are key people in teaching their children about sex, relationships and growing up. The school is willing to provide advice and support for parents /carers as necessary.

Our school prospectus and information given at new parents' meetings outlines our policy on sex and relationship education and parents/carers are reassured that all questions of a sexual nature would be answered tactfully and in a manner appropriate to young children.

**External agencies** - Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. Visiting speakers and theatre groups can be used to complement the school's PSHCEe and Citizenship education programme.

### **Monitoring Arrangements**

Pupils' development in RSE will be assessed by class teachers as part of our internal assessment systems. Assessment will be planned from the beginning as an integral part of teaching and learning. It will provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next. Pupils will be involved in discussion about learning objectives and desired outcomes and be involved through self-assessment and peer-assessment.

The PSHCEe Leader will be responsible for monitoring and evaluating the provision of RSE in school and for reporting the results to the Head Teacher.

## Appendix 1 – Relationships Education Learning Outcomes

TOPIC	BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW:
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>



Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
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